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ABSTRACT

This instructor's handbook contains information on the Coordinated Vocational Academic Education program (CVAE) designed for special learning needs students (in-school youth possessing academic, socio-economic, or other handicaps). Academic instruction is provided for the areas of math, science, English, and social studies. Home economics skills are included in the vocational section: clothing services, food services, home furnishings services, and housekeeping management. Objectives and activities are provided for six grading periods. Materials from various sources are compiled into instructional units. They include worksheets, study sheets, skits, word puzzles, a crossword puzzle, notes for student notebooks, written tests, self-evaluation forms, notes on filmstrips, key points for teacher demonstrations and/or classroom discussions, and plans for organization of food labs and housekeeping duties, as well as other helpful instructional aids. Illustrated directions accompany the text. A bibliography is appended. (CT)

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Coordinated Vocational Academic Education

Home and Community Services Instructor's Handbook

by

Patricia Baca, Bryan ISD

Demand Publishing Company **4104 Nagle, Bryan, Tx. 77801**

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

C.V.A.E. HOME AND COMMUNITY SERVICES INSTRUCTOR'S HANDBOOK

This 275+ page handbook was developed for the Coordinated Vocational Academic Education program at Stephen F. Austin School in Bryan, Texas. It was completed as part of the author's Master of Education Degree in Home Economics at Sam Houston State University, Huntsville, Texas.

This handbook consists of objectives and activities for six grading periods. Materials from various sources are compiled into instructional units. These materials are supplemented with original work. Materials developed by the author include worksheets, study sheets, skits, word puzzles, a crossword puzzle, notes for student notebooks, written tests, self evaluation forms, notes on filmstrips, key points for teacher demonstrations and/or classroom discussions, and plans for organization of food labs and housekeeping duties, as well as other helpful instructional aids.

The instructional units set up in the handbook are flexible to meet the needs of the program. The handbook has been tested and found to provide a good foundation for teaching the C.V.A.E. Home and Community Services program.

Patricia Baca

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PREFACE

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INTRODUCTION

Coordinated Vocational Academic Education is a program designed for students with special learning needs. It is intended for in-school youth possessing academic, socio-economic or other handicaps to a degree that it prevents them from succeeding in traditional educational endeavors. 24(31)

The program includes a combination of vocational and modified academic instruction that provides the student opportunities for acquiring a vocational skill and basic knowledge in the fields of math, science, English and social studies.

The vocational phase of C.V.A.E. Home and Community Services is designed to prepare students for employment in home economics related jobs. The areas of study include clothing services, food services, home furnishings services, and housekeeping management.

WORLD OF WORK

Students in the C.V.A.E. program need to be aware of what is involved in finding, applying for, and keeping a job.

Objectives

After completion of this unit students should be able to:

Identify ways of locating a job.
Practice correct telephone usage with regards to job application.
Follow standard procedures in writing a letter of application.
Fill out job application forms correctly.
Demonstrate the proper way to interview for a job.
Develop good work habits.

Activities

Students will:

1. Take a field trip to a local employment agency.
2. Read study sheets on securing a job.
3. Participate in telephone usage skits using train-a-phones from local phone company.
4. Participate in interview skits.
5. Look for food service jobs in Want Ads section of local newspaper.
6. Write a letter of application.
7. Locate pictures in magazines depicting proper and improper dress for interviews.
8. Identify pictures (supplied by teacher) as either proper or improper dress for interviews.
9. Come dressed to school demonstrating proper dress for interviews.
10. Do crossword puzzles and worksheets on job interviews.
11. Study terms pertinent to application forms.
12. Do worksheet on application form terms.
13. Fill out application forms.
14. Identify what is wrong with incorrectly completed application forms (supplied by teacher).
15. Work word puzzle on application form terms.
16. Listen to guest speaker, manager of local cafeteria, talk on "Job Attitudes".
17. Read study sheets and do checklist on getting along with others.
18. View filmstrips: "What to Know When You Go To Work"
    "The Job Interview"
    "How to Get a Job and Keep It"

19. Secure social security cards.
20. Copy notes for notebook.

Reources

Commercial Foods - Production and Management, Oklahoma
You're Hired Study Activity Book
When You Go to Work
Materials from 1974 C.V.A.E. Workshop at University of Houston
Current issues of local newspaper
Issues of Co- Ed , Ebony, Seventeen, Glamour

Evaluation Techniques

Written test on C.V.A.E. level.

NOTES ON FILMSTRIP: "WHAT TO KNOW WHEN YOU GO TO WORK"

Part I

I. Your job affects:

A. Where and how you live
B. What you can buy
C. Your friends
D. What your children can do

II. Basic to a good job is a high school education.

Good communication skills are important (English, Grammar, Reading, Spelling). High school graduates earn $75,000 more in a lifetime than drop-outs.

III. Advancement

There are many levels of employment. No matter what job you get in whatever field, you can move up.

Part II

I. Letters of Application

A. State where you found the job (newspaper--name, date)
B. Give your age
C. Tell something about your schooling
D. List any work experience
E. State that you are interested in the field

II. Interviews

A. Be well-groomed
B. Be enthusiastic - it shows
C. Have particular job in mind
D. Attitude counts
E. Don't run anyone down
F. Go alone
G. Don't ask about sick leave, vacation time
H. Don't argue about salary
I. Nervousness is only natural

III. Reasons people get fired

A. Not getting along with boss or co-workers
B. Taking long breaks
C. Visiting on the job
D. Oversensitivity

IV. Paycheck deductions

A. Income tax
B. Social Security
C. Insurance

SECURING A JOB

INFORMATION SHEET
4(25-A - 30-A)

I. Terms defined

   A. Interview--A meeting between an employer and an applicant to confer about a job

   B. Interviewer--One who interviews

   C. Interviewee--One being interviewed

   D. Application form or blank--A form to be filled out with important information when applying for employment

II. Seeking information regarding job openings

   A. Study help wanted column in newspapers

      1. Answer only the ones you think you can fill

      2. Act promptly

   B. Watch for help wanted signs in windows of businesses

   C. Contact friends and people you know

   D. Contact relatives

   E. Contact employment agencies

      1. Public

      2. Private

   F. Follow up previous contacts

   G. Use contacts through previous employment

III. Legal requirements for employment

   A. Social security number

      1. Required by the Federal government

      2. Acquire application blank from local post office

        3. Keep number filed in safe place
        4. If card is lost, send for a duplicate card

           (NOTE: Do not file for new number.)

    B. Health permit--Required by some employers

        1. Issued upon completion of food sales and sanitation course
        2. Issued upon completion of physical examination and Wasserman test (test for veneral disease)

IV. Ways of applying for a job

    A. Letter of application

        1. Stationery
            a. Standard size
            b. Good grade paper
            c. No letterhead
            d. Written on one side only
        2. Typed or written neatly
        3. Erasures or ink blots avoided
        4. Correct spelling and punctuation
        5. Good letter form
        6. Written to specific person rather than firm
        7. Brief
        8. State that you will be glad to appear for an interview
        9. Businesslike closing

    B. Telephone usage--For making an appointment for an interview

        (NOTE: Do not apply for a job by telephone.)

        1. Clearly pronounced words
        2. Correct grammar

    3. Pleasant voice
    4. Speak with right amount of volume
    5. Speak at a moderate pace

C. Personal interview

    1. Getting ready for a job interview
        a. Be well-groomed
            1) Clean
                a) Teeth brushed
                b) Hands clean
                c) Clothes clean
            2) Neat
                a) Shoes polished
                b) Clothes pressed
                c) Hair attractively combed and arranged
                d) Moderate amount of makeup
            3) Proper dress
                a) No odd or way-out clothes
                b) Hose
                c) Dresses of proper length
        b. Go alone
        c. Be ready to fill in application blank completely
            1) Information to take with you
                a) Social Security number
                b) Your present address and telephone number
                c) Full name of both parents, their address, occupations, places of employment, and telephone numbers

d) Mother's maiden name

e) Your birthplace and date

f) Name of your physician

g) Person to notify in case of an accident

h) Names, addresses, positions, and telephone numbers of three references

i) Complete information about former jobs

2) Have a pen in good condition or a sharp pencil

3) Print

4) Be neat, never cross out errors

5) Complete all blanks

(NOTE: If the question does not apply to you, put not applicable or N.A.)

6) Read all directions and the complete form before filling it out

7) Be truthful

d. Items you may need to have with you

1) Social Security card

2) Copy of your birth certificate

3) Copy of your school report

4) Your work permit, if you need one

5) Your driver's license, if you have one

2. Job interview

a. Know exactly where to go

b. Know the name of the person you are to see

1) Be able to pronounce the name correctly

2) Know the person's title

c. Be on time

d. Enter with poise

e. Introduce yourself

f. Be seated only at interviewer's invitation

g. Do not slump or slouch in chair

h. Do not smoke

i. Do not chew gum

j. Do not be critical of former employer or associates

k. Look at interviewer while talking to him

l. Answer questions honestly, accurately, courteously, and respectfully

m. Look and act alert

n. Be courteous and mannerly

o. Sell yourself and your service, but do not oversell

p. Use correct grammar

q. Avoid slang

r. Talk quietly, but earnestly

s. Be alert for a clue that the interview is ready to close

t. Thank the interviewer for considering you before you leave

JOB APPLICATION

Phone Usage Skit #1

Employee: Whataburger

Applicant: This is Nancy Smith. I'm calling about the part time counter girl job advertised in the Eagle. I would like to schedule an interview with the manager.

Employee: You need to fill out an application form first. Can you come in tomorrow?

Applicant: Yes M'am. I could come in at 4:00 p.m.

Employee: Good. You can fill out an application form and then speak with our manager.

Applicant: Thank you.

Employee: We will be expecting you tomorrow.

Applicant: Good-bye.

Employee: Good-bye.

JOB APPLICATION

Phone Usage Skit #2

Employer: Whataburger

Applicant: I want the job.

Employee: What?...

Applicant: The job in the paper. I want it. I need a job.

Employee: Well... You need to fill out an application form.

Applicant: O.K. When can I come in?

Employee: The manager will be interviewing applicants tomorrow afternoon.

Applicant: Well, I'll try to make it. (HANGS UP)

JOB APPLICATION

Interview Skit #1

Applicant: I have an appointment with the boss. I've come to see about a job.

Employee: Come and have a seat in Mr. Lowe's office. He will be in shortly.

Manager: Hello. I'm Jerry Lowe.

Applicant: (Remains sitting and quiet)

Manager: I take it that you're Nancy Smith.

Applicant: Yes.

Manager: So you're interested in working at Burger King?

Applicant: Yes. I need a job.

Manager: Looking at your application form I see that you are going to Stephen F. Austin.

Applicant: Yes.

Manager: I graduated from SFA when it was a high school. It's really a fine school.

Applicant: Well, I don't know about that.

Manager: I'm having a hard time making out what you have filled out on the application form. Have you held any previous jobs?

Applicant: Nope. Say, how much do you pay?

Manager: Minimum wage.

Applicant: What about sick leave or vacation days?

Manager: I'm sorry, but our part-time employees do not receive sick leave or vacation days.

Applicant: Oh ...

Manager: Well, Miss Smith, I'll call you if I need you.

Applicant: O.K. Good-bye.

Manager: Bye.

JOB APPLICATION

Interview Skit #2

Applicant: Hi. I'm Nancy Smith. I have a 4:00 appointment with the manager. I filled out an application form the other day.

Employee: Come and have a seat in Mr. Lowe's office. He will be in shortly.

Manager: Hello. Jerry Lowe.
Applicant: (stands) Nancy Smith.
} shakes hands

Manager: Have a seat. So you're interested in working here at Burger King?

Applicant: Yes sir.

Manager: Looking at your application form, I see that you are going to Stephen F. Austin.

Applicant: Yes sir.

Manager: I graduated from SFA when it was a high school. It's really a fine school.

Applicant: Yes sir. It surely is.

Manager: Your application form is filled out so neatly. That's a point in your favor. However, you have no work experience listed.

Applicant: No sir. I haven't ever had a job. I'm anxious to learn, though, and willing to work hard.

Manager: Nancy, I see that you're in a special vocational program-C.V.A.E. What's it all about?

Applicant: It is a job preparation course that includes Food Service. I will be learning to operate commercial kitchen equipment and customer service techniques.

Manager: Sounds real good... Now, I need someone who can put in twenty hours a week - from 4:00 to 8:00 P.M. Monday thru Friday. Would that fit into your schedule?

Applicant: Yes sir.

Manager: How would you like to start on Monday?

Applicant: I'd love to.

Manager: Good. You can get your uniform then and start your Burger King training. Salary here is minimum wage. Any questions?

Applicant: No sir. Not now.

Manager: You'll probably have plenty later on! (Gets up and walks toward door)

Applicant: Thank you, Mr. Lowe.

Manager: Good-bye Nancy. We'll see you Monday.

Applicant: Good-bye.

SAMPLE LETTER OF APPLICATION

201 Brookside
Bryan, Texas 77801
August 25, 1977

Whataburger
1101 Texas Avenue
Bryan, Texas 77801

Dear Sir:

I saw your advertisement in the August 22nd issue of the Bryan Eagle. I am interested in the part time job.

I am fourteen years old and am an eighth grade student at Stephen F. Austin School. I have had no previous work experience. However, I am presently enrolled in C.V.A.E. Food Services and will be learning to operate commercial food equipment.

I am very interested in food service. I would like to schedule an interview with you at your earliest convenience. I may be reached at home at 846-0230.

Sincerely,

Jane Smith

PARTS OF A BUSINESS LETTER

HEADING

INSIDE ADDRESS

SALUTATION

BODY

CLOSING

SIGNATURE

INCLUDE IN A LETTER OF APPLICATION:

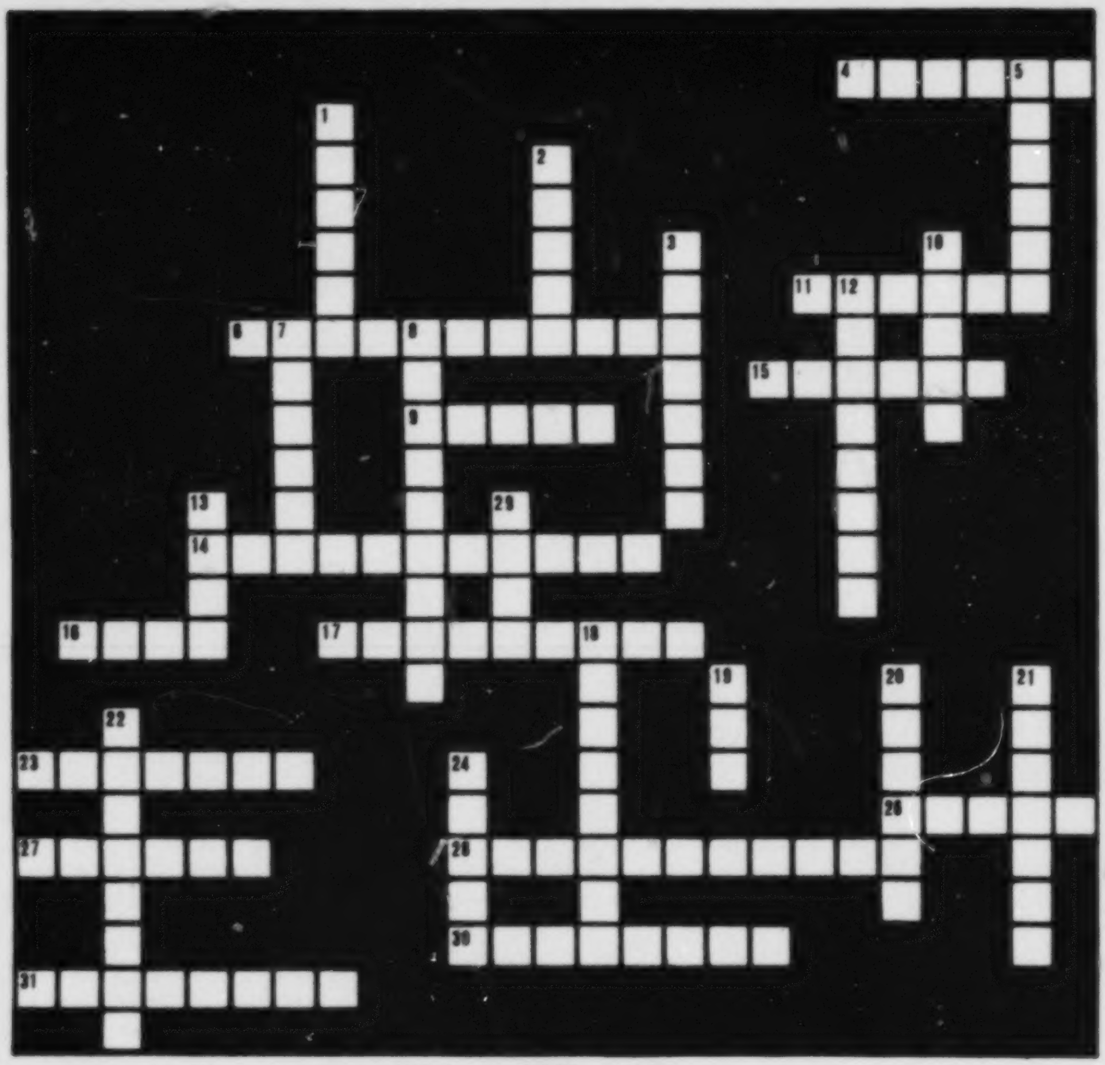
1) WHERE YOU FOUND OUT ABOUT THE JOB

2) SOMETHING ABOUT YOURSELF - AGE, SCHOOLING

3) WORK EXPERIENCE

4) STATE THAT YOU ARE INTERESTED IN THE JOB/FIELD

5) STATE THAT YOU WOULD LIKE TO SCHEDULE AN INTERVIEW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INTERVIEWS

Across:

4. You should be ____________(means to tell the truth) when answering questions on an interview.

6. An __________ form (which contains important information) is filled out before the interview.

9. Be sure to _______________ the interviewer for considering you before leaving the interview.

11. Jobs involving food and food service required a ___________ permit. This is issued upon completion of a physical examination.

14. An ___________ is the person who interviews.

15. You will need your school __________ with you for an interview.

16. The name of our class is _____________.

17. In order to learn more about the job you're interviewing for, you need to ask ______________.

23. You should be well dressed and well __________ for the interview.

26. ______________ your teeth before an interview.

27. You will need to be mannerly and well ____________ on an interview.

28. The person being interviewed is the _______________.

30. One who works for a person or firm is called an ________________.

31. In addition to being well groomed and well poised for an interview you will also need to be properly _________________.

Down:

1. Don't wear too much ___________ for the interview.

2. Have a ___________ fresh breath.

3. Use good ______________ (refers to the way you act) on an interview.

5. Sit up straight in your chair - don't ______________.

7. If you're under 16, you will need a work ___________ before obtaining a job.

8. An ___________ is a meeting between an employer and applicant to confer about a job.

10. Look and act ____________ on an interview.

12. If you're hired, the person you'll be working for will be your ______.

13. Don't come late, be on _________.

18. Even though you want to sell yourself and your service, do not ____________.

19. Do not chew __________.

20. Have your hair cleaned and ____________.

21. Your clothes should be cleaned and ______________.

22. Your shoes should be ______________.

24. Speak in a pleasant ____________.

29. Your clothes should be clean and _________________.

Crossword Puzzle Key

Across

4. honest
6. application
9. thank
11. health
14. interviewer
15. report
16. C.V.A.E.
17. questions
23. groomed
26. brush
27. poised
28. interviewee
30. employee
31. prepared

Down

1. make-up
2. sweet
3. manners
5. slouch
7. permit
8. interview
10. alert
12. employer
13. time
18. oversell
19. gum
20. combed
21. pressed
22. polished
24. voice
29. neat

INTERVIEWS

19 (147)

Below is a list of questions that you might need to ask during an interview.

1. What are the job duties?

2. Who is the supervisor of this job?

3. What are the working conditions? What hours will I be working?

4. What is the pay and how will it be figured (straight salary, commission, tips)?

5. Will I have to buy any special clothes (uniforms) or equipment (a car)?

6. What are the opportunities for training and advancement? (Interviewers are most impressed by questions like this that reveal some long-range planning and are a sign of drive and wanting to get ahead. Don't ask the question unless you are sincere about it, though).

7. What benefits are made available to employees - insurance, vacations, retirement? (Be very careful how questions like this are phrased so that the interviewer doesn't get the idea you are interested only in benefits and not how you can benefit the company).

8. Has the interviewer decided whether or not to employ me? Do I have the job? Will he let me know? Is there any hope? What will the interviewer do next? What am I supposed to do next?

When you have read these questions, imagine yourself being in an interview with the personnel director of Texas A&M Food Services. The interviewer has just asked you the following question: "Now Miss _______, I have the information I need about you. "Are there any questions that you would like to ask me?"

List five questions that you might ask. Be prepared to discuss your questions with the class.

1.
2.
3.
4.
5.

WHAT TO DO WHEN YOU ARE GOING TO A JOB INTERVIEW

12 (93)

Answer yes or no to these questions.

At the interview, should you

SIT STRAIGHT? _____

BRING A FRIEND? _____

LOOK AT THE PERSON WHO TALKS TO YOU? _____

TALK ALL THE TIME? _____

CHEW GUM? _____

HAVE YOUR SHOES SHINED? _____

BE ON TIME FOR THE INTERVIEW? _____

ANSWER ALL THE QUESTIONS? _____

BITE YOUR NAILS? _____

LOOK OUT THE WINDOWS? _____

ASK FOR A CIGARETTE? _____

WEAR BUSINESS CLOTHES? _____

LOOK AT THE CEILING? _____

ASK QUESTIONS ABOUT THE JOB? _____

SLUMP IN YOUR CHAIR? _____

BE COURTEOUS? _____

SIT QUIETLY? _____

WEAR CLEAN CLOTHES? _____

CHECK THE RIGHT WAY
19 (55)

For each of the following, place a check mark when the example is the right way to feel or act about looking for a job. Place an x for those examples that are the wrong way to feel or act while job hunting.

_____ 1. When Jane didn't get the job she wanted at Wyatt's Cafeteria she decided that business probably was just slow right then and that she wouldn't go anywhere else to apply. She would just wait a while and then try again at Wyatt's.

_____ 2. Debbie had no job experience except some baby-sitting work, but she listed all the things she could do and was surprised at what a long list she ended up with. She took the list with her when she went to job interviews and, therefore, was less fearful about applying for jobs.

_____ 3. Sharon lost her job because things slowed down at the cafeteria where she worked after football season. Her work had been praised by her supervisor, so she asked her former boss for a recommendation and used this when she went to apply for another job. She also wrote down the exact reason that she was no longer employed, in case an interviewer should ask her about that.

_____ 4. Maria had always been popular at school and felt that she would be just as successful at getting and keeping a job. She always had charmed people without even trying, so she felt there was no need to make any special preparations before applying for a job. Maria knew that the firm where she wanted to work would be delighted to have a popular girl working for them, one who knew people at school and in the community.

_____ 5. Brenda had been told by her family that she had to get a job and bring in some money. She wasn't very eager to go to work, and when interviewers asked her why she wanted to be employed at their firm, she would say, "Well, if I have to work, this place is as good as any."

_____ 6. Corrine didn't have any luck getting the job on the first three interviews. She then decided that it was time to think over what she had done or not done in the interviews that might have kept her from being employed. She read some booklets on the right way to apply for a job, prepared information about herself, and started keeping a record of all the places where she might have a chance of being employed. Then, she put her plan into action and scheduled interviews at a number of different places.

VOCABULARY FOUND IN AN APPLICATION FORM

38

Personal information - Personal information is knowledge or facts about yourself.

Applicant - An applicant is a person asking for a job.

Initial - The initial is the first letter of a word.

Present address - The present address is the address of the place where you are now living.

Permanent address - The permanent address is a person's home address. This address is long lasting.

Previous address - The previous address is the address of the place from where you last moved.

Military address - the military service is the army, navy, marines, air force, or coast guard.

Military or Draft Status - A person's military or draft status tells if he has been in the military service or if he will join the service in the future.

Veteran - A veteran is a person who has been in the military service.

Termination - Termination means the end of something.

Education - Education means learning or schooling.

Complete - Complete means finish.

Work Experience - Work experience means jobs you have had in the past.

Hire - To hire is pay or be paid for work.

Employer - An employer is the person or place which hires people.

Job Title - The job title is the name of the job.

Equipment - Equipment means the things needed to do a job. Machines, special clothes and building are all equipment.

Operate - Operate means to keep working - as to operate a machine.

Reference - A reference is a person or business that can give information about a person.

Personal Reference - A personal reference is a person who can give information about you.

Pertinent - Pertinent means it is important to the subject being talked about.

Shift - Shift means a group of workers.

Alternating Shifts - Alternating shifts means to regularly change shifts.

Rotating Shifts - Rotating shifts means changing shifts in a regular order.

Schedule Preferred - A schedule is a timetable. Prefer means to like something better.

Workmen's Compensation - Workmen's compensation is money a person receives if he is injured on the job and cannot work.

Signature - A signature is a person's name written by himself. A signature cannot be printed.

Patient - A patient is a person who is being taken care of by a doctor.

Mental Institution - A mental institution is a place for people with sickness of the mind.

Marital Status - Marital means marriage. A person's marital status tells if he is married or not married.

Single - A single person is not married.

Divorce - A man and a woman are divorced when their marriage is ended by law.

Separated - A husband and wife are separated if they do not live together.

Widowed - A man or a woman is widowed if their husband or wife dies.

Dependent - A dependent is a person who needs a person to give him food, clothes, and a home.

Height - Height is the measurement from top to bottom.

Weight - Weight is the measurement of how heavy something is.

Sex - Sex is being male or female.

Defect - A defect is something wrong.

Disability - A disability is something which is not right with a part of your body.

Describe - When you describe something you write or tell how it looks, feels, or acts.

Business Reference - A business reference is a former employer or a person you have worked with who can give information about your work.

Occupation - An occupation is the job, business, or trade of a person.

Social Security Number - The Social Security number is the large number on your Social Security card.

Maiden Name - A woman's name before she is married is her maiden name.

Board - To board is to pay for your room and meals.

Residing or Residence - A residence is your home or the place where you live. It can also be the length of time you have lived in a place.

Citizen - A citizen is a person who was born in a certain state or country, or chose to become a member of a state or country.

Attend - Attend means to be present.

Pursue - Pursue means to follow.

Degree - A degree is a title showing a person has graduated from a college or university.

Relative - A relative is a person in the same family.

Relation - A relation is a person in the same family.

Emergency - An emergency is a need for help.

Law - The law is a group of rules which people must obey.

Arrested - Arrested means taken to jail or court.

Crime - When the law is broken it is a crime.

Misdemeanor - When a not too important law is broken, it is a misdemeanor.

Felony - A felony is a crime more serious than a misdemeanor.

Convicted - Convicted means found guilty of a crime.

Circumstances - Explaining circumstances means explaining the facts and details about something.

Details - To explain the details means to tell or write a report about something.

Position - Position means job.

Salary expected - The salary is the pay for a job. To expect something is to think it will happen.

Qualifications - Qualifications are the things which make a person good for a job.

Worksheet: Filling out application forms

Multiple Choice:

1. The middle initial of Susan Ann Freeman is--

    a. S.
    b. A.
    c. F.

2. My job title is--

    a. teaching
    b. student
    c. maintenance
    d. none of these

3. To complete something means to--

    a. start
    b. finish
    c. begin
    d. none of these

4. Work experience means--

    a. the job you have had
    b. the job you are applying for
    c. trade
    d. all of these

5. Occupation is a--

    a. job
    b. business
    c. trade
    d. all of these

6. Social Security number is the--

    a. number necessary for employment
    b. number necessary to go to a hospital
    c. number on your driver's license
    d. all of these

7. The maiden name is--

    a. the first name
    b. the middle name
    c. the married name
    d. the last name before marriage

8. Residence means you--

    a. reside in your home
    b. reside in a country
    c. reside in a state
    d. all of these

9. Citizen is a person who--

    a. was born in a certain country
    b. was born outside the country
    c. was born outside the country but is a migrant
    d. none of these

10. Qualifications include--

    a. hobbies you have
    b. jobs you have had
    c. clubs you are a member of
    d. none of these

11. A signature is--

    a. your written name
    b. your printed name
    c. both a and b
    d. none of these

12. A defect or disability usually indicates--

    a. something is wrong at home
    b. something is wrong at school
    c. something is wrong with the body or its functioning
    d. none of these

13. A misdemeanor is--

    a. getting a ticket
    b. stealing a car
    c. breaking a small law
    d. both a and c

14. A felony is--

    a. getting a ticket
    b. stealing a car

c. breaking a small law
d. none of these

15. Arrested means--

a. being taken to jail
b. being taken to a ball game
c. being taken to court

PART B MATCHING

1. _____ height

2. _____ weight

3. _____ sex

4. _____ single

5. _____ married

6. _____ divorce

7. _____ widowed

8. _____ dependent

9. _____ separated

10. _____ marital status

a. a person who is either married or single

b. a person who needs someone to give him food, clothing, and a home

c. a marriage ended by law

d. a couple who does not live together

e. when a husband or wife dies

f. a person who is married

g. a person who is unmarried

h. whether female or male

i. how tall you are

j. how much you weigh

EMPLOYMENT IN THE FOOD SERVICE INDUSTRY

4 (31-A - 32-A)

SECURING A JOB

ASSIGNMENT SHEET #1: APPLICATION FORM

Employment Application

PERSONAL DATA

Name ______________ Soc. Sec. No. ______________ Date of Birth ______________

Address ______________ City ______________ State ______________

How long at the above address? ______________ Phone No. ______________

Last Previous Address ______________ City ______________ State ______________

Height _____ Weight _____ Maiden Name ______________ Husband/Wife's Name ______________

Husband/Wife's Occupation ______________ Where employed? ______________

How long? ______________ No. of Dependents ______ Children's Ages ______________

Relationship of others ______________ Single ______________ Married ______________

How long have you lived in this state? ______________ City ______________

Who should be notified in case of emergency? Name ______________

Relationship ______________ Address ______________

City ______________ State ______________ Phone No. ______________

Do you own a car? ______________ Do you own a health card? ______________

Any felony convictions? If "yes" explain ______________

Have you ever been bonded? ______________ Have you ever been refused bond? ______________

NAME: ______________

HIRED: ______________

LOCATION: ______________

TERM. ______________

REASON: ______________

REHIRE: ______________

HEALTH

What is the present condition of your health? ______________ Date last physical ______________

List any illnesses in the past year ______________

Do you have any physical defects? ______________ Explain ______________

MILITARY SERVICE

Yes ______ No ______ Branch ______________ Dates: From ______________ To ______________

Rating upon discharge ______________

Type of Discharge: Honorable ______________ Medical ______________ Other ______________

Are you a member of the National Guard? ______________ Reserve ______________ Active ______________

Is yearly active duty required? ______________ How long? ______________ Approximately when? ______________

What is your present draft status? ______________

EDUCATION (CIRCLE LAST YEAR COMPLETED)

	NAME	HIGHEST YEAR COMPLETED	FROM	TO	MAJOR SUBJECTS
GRAMMAR SCHOOL		1 2 3 4 5 6 7 8			
HIGH SCHOOL		9 10 11 12			
COLLEGE		1 2 3 4 5 6			
		How long?			
OTHER		How long?			

Position Requested ______________________ Full Time ______ Part Time ______ Hours __________

Second choice ______________________ Salary expected ______________

If selected when would you be available for work? ______________________

You are not required to give any information on this form if such is prohibited by law.

REFERENCES (Do not use relatives or former employers)

Name	Address	Occupation
1.		
2.		

EMPLOYMENT HISTORY (Start with Most Recent Employment)

NAME and ADDRESS	TIME EMPLOYED		POSITION	SALARY		SUPERVISOR
	FROM	TO		START	LEAVING	
(1)						
Phone No.	REASON FOR LEAVING					
(2)						
Phone No.	REASON FOR LEAVING					
(3)						
Phone No.	REASON FOR LEAVING					
(4)						
Phone No.	REASON FOR LEAVING					

Date ______________________ 19 ______ Signature ______________________

DO NOT WRITE BELOW THIS LINE

Interviewed by: ______________________ Date ______________________

Remarks ______________________

Appearance: Attitude: Stability:

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Name ______________________________

WORD PUZZLE

Application Form Terms

O	B	U	H	E	P	K	B	C	O	L	O	R
E	I	Q	A	L	J	H	Y	A	R	A	Z	E
X	R	E	F	E	R	E	N	C	E	S	H	M
A	T	T	C	M	D	I	E	F	L	T	G	P
M	H	A	N	E	L	G	M	K	A	J	I	L
I	D	D	O	N	P	H	R	S	T	T	U	O
N	A	M	E	T	Q	T	H	G	I	E	W	Y
A	T	A	V	A	W	Z	G	A	V	D	K	E
T	E	D	Y	R	P	X	C	E	E	J	P	R
I	U	D	T	Y	L	B	H	F	S	I	N	O
O	A	R	L	S	A	R	L	S	M	M	M	Q
N	W	E	O	C	C	U	P	A	T	I	O	N
V	B	S	C	Z	E	R	F	L	S	D	T	O
C	S	S	A	D	H	Q	I	A	U	D	H	I
E	H	F	T	G	O	I	R	R	X	L	E	T
Y	E	L	I	K	J	T	S	Y	V	E	R	A
S	A	M	O	N	F	A	T	H	E	R	W	C
I	L	L	N	E	S	S	E	S	C	A	Z	U
N	T	O	P	O	S	I	T	I	O	N	B	D
G	H	D	E	I	R	R	A	M	D	E	F	E
L	J	S	I	G	N	A	T	U	R	E	G	Q
E	C	E	R	T	I	F	I	C	A	T	E	T

Words:

Address
Education
Health
Married
Place
Birthdate
Elementary
Height
Middle
Position
Certificate
Employer
Illnesses
Mother
Father
Weight
Single
Signature
Salary
References
Color
Examination
Last
Name
Relatives
Date
First
Location
Occupation

GETTING ALONG WITH OTHERS

INFORMATION SHEET
4(5-B - 8-B)

TERMS AND DEFINITIONS

1. Cooperation--The ability to work with others for a common purpose
2. Courtesy--The well mannered conduct toward others; treating others as you would like to be treated
3. Human relations--The act of getting along with people
4. Loyalty--The faithfulness to a person
5. Respect--The regard for the other person, his property, and his opinions
6. Self-discipline--The ability to control oneself at all times
7. Tact--The ability to express ideas and opinions so they do not insult others

TO GET ALONG WITH CO-WORKERS

JOB PERFORMANCE

1. Do your own work; don't leave for someone else to do
2. Clean up after yourself
3. Be willing to learn from others how to do your job better

KNOW AND TRY TO UNDERSTAND THE PEOPLE YOU WORK WITH

1. Learn the names of the people you work with as soon as possible
2. Take an interest in the people you work with, their families, and the things they like
3. Be a good listener

ACCEPT RESPONSIBILITY FOR YOUR ACTIONS

1. Admit your mistakes without making excuses for them
2. Assume the blame for things that are your fault
3. Realize that everyone makes mistakes
4. Be dependable
5. Be trustworthy

BE LOYAL

1. Gossip causes trouble
2. Support your co-workers

TO GET ALONG WITH YOUR EMPLOYER

LIKE YOUR JOB

1. Be cheerful, not sullen
2. Enjoy doing the best you can
3. Feel your job is a privilege, not a right
4. Strive to get ahead

WORK FOR HIM

1. Know your job
2. Do a day's work for a day's pay
3. Be on the job unless excused
4. Be on time and ready to go to work
5. Try to avoid waste of all kinds
    a. Material
    b. Food
    c. Time
    d. Equipment
6. Look for a better way to do your job
7. Tell the truth and be sincere
8. Ask questions when you need help
9. Try to see the boss's side when a problem comes up

TO GET ALONG WITH CUSTOMERS

DO YOUR JOB WELL

1. Know what is expected of you when serving customers
2. Give businesslike treatment
3. Keep promises

BE POLITE TO CUSTOMERS

1. Recognize them as buyers of your service and give them their money's worth
2. Give sincere attention
3. Show good standards of courtesy

GIVE THE UNEXPECTED ATTENTION THAT THE CUSTOMER VALUES MOST; ADOPT A FRIENDLY ATTITUDE

1. Smile
2. Be friendly
3. Be interested
4. Be sympathetic

GAIN THE CUSTOMER'S CONFIDENCE

1. Listen to what he says; don't hurry
2. Put yourself in the customer's place
3. If a customer is angry, don't argue
4. Avoid comment that might upset the customer

DESERVE THE CUSTOMER'S CONFIDENCE

1. Do what he wants if possible
2. Explain that which needs explaining
3. Refer matters you can not handle to your supervisor

TREAT EACH CUSTOMER AS AN INDIVIDUAL

1. If a customer is timid, he needs a clear, simple explanation
2. If a customer is suspicious, he needs assurance of your interest
3. Any customer appreciates personal attention

TAKE PRIDE IN WINNING A CUSTOMER'S FRIENDSHIP

1. Convert a critic to a friend
2. Make your own job more pleasant
3. Be congenial; your customer will come back and ask to be served by you

GETTING ALONG WITH OTHERS

4 (9-B)

Your thoughts may not actually show, but consciously or unconsciously, they guide your actions. Check yourself on these points.

	Satisfactory Most of Time	Satisfactory Part of Time	Unsatisfactory
1. Do you have confidence in yourself?			
2. Are you open to suggestions from others?			
3. Are you enthusiastic about your job?			
4. Are you happy in your job?			
5. Are you alert to learn more about doing your job?			
6. Are you loyal to your employer?			
7. Are you honest to customers, co-workers, employer, and self?			
8. Do you analyze every lost sale to discover the reasons why it was lost?			

WORLD OF WORK NOTES

WAYS TO FIND A JOB

Through the newspaper

Through employment agencies

Through friends and neighbors

Signs in places of business

THE PERSONAL INTERVIEW

Be well groomed

Be properly dressed

Go alone

Be on time

Have good posture

Do not chew gum

Do not be critical of former employers, friends, or teachers

Look at interviewer while talking to him

Be courteous and mannerly

Thank the interviewer

CHARACTERISTICS OF A GOOD WORKER

Comes to work on time

Is neat, well groomed

Gets along with his boss or supervisor

Works to the best of his ability

Is courteous to fellow workers

Keeps busy at all times

Is seldom absent from work

Name ______________________________ Date ________________________

WORLD OF WORK TEST

1. List three ways you might find a job.

   1.

   2.

   3.

2. List three questions that you might ask on an interview that would impress the interviewer. (Pretend that you have just interviewed with the manager of Pizza Hut)

   1.

   2.

   3.

3. When is the proper time to ask questions on an interview?

4. True or False

1. _____ There are two types of employment agencies: state where the services are free, and private where the applicant must pay for their services of finding him a job.

2. _____ Everyone looking for employment needs a social security card.

3. _____ It is important to have a high school education in order to get a good job.

4. _____ Always print on job application forms. (If not typed.)

5. _____ Application forms may be filled in either pencil or ink.

6. _____ Always state your name when calling to make an appointment for an interview.

7. _____ It is a good idea to take a friend along with you for an interview.

8. _____ Good posture is important on an interview.

9. _____ It is only natural to chew gum on an interview.

10. _____ Look at the interviewer while talking to him.

11. _____ It is fine to wear jeans on an interview.

12. _____ Be sure to thank the interviewer before you leave.

13. _____ If you feel like smoking during an interview, go ahead and light up.

14. _____ Being well groomed is not really important on an interview.

15. _____ Be sure to know the name of the person you are to see for an interview and know how to pronounce his name.

16. _____ If you didn't like a particular teacher at school, feel free to tell the interviewer.

17. _____ Avoid slang on an interview.

18. _____ Once you get a job, you do not have to worry about appearances.

19. _____ It is important that you get to work on time.

20. _____ A good worker works to the best of his ability.

21. _____ When the boss is not watching, you can slack up on your work and take it easy.

22. _____ Whenever you do not feel like going to work, stay home.

23. _____ The habits you are forming in school now have no effect on habits you will carry with you into the World of Work.

APPLICATION FORM TERMS

Multiple Choice:

1. Work experience means--

    a. the job you have had
    b. the job you are applying for
    c. the job you want in the future

2. Social Security number is the--

    a. number necessary for employment
    b. number necessary to go to a hospital
    c. number on your driver's license

3. The maiden name is--
    a. the first name
    b. the middle name
    c. the married name
    d. the last name before marriage

4. Citizen is a person who--
    a. was born in a certain country
    b. was born outside the country
    c. was born outside the country but is a migrant

5. Qualifications include--
    a. hobbies you have
    b. jobs you have had
    c. clubs you are a member of

6. A signature is--
    a. your written name
    b. your printed name

7. A defect or disability usually indicates--
    a. something is wrong at home
    b. something is wrong at school
    c. something is wrong with the body

8. A misdemeanor is--
    a. breaking a small law
    b. breaking a large law

9. A felony is--
    a. breaking a small law
    b. breaking a large law

10. Arrested means--
    a. being taken to jail
    b. being taken to a ball game
    c. being taken to court

For each of the following examples, place a check mark when the example is the right way to feel, an X for those examples that are the wrong way to feel while job hunting.

_____ 1. When Jane didn't get the job she wanted at Wyatt's Cafeteria, she decided that business probably was just slow right then and that she wouldn't go anywhere else to apply. She would just wait a while and then try again at Wyatt's.

_____ 2. Maria had always been popular at school and felt that she would be just as successful at getting and keeping a job. She always charmed people without even trying, so she felt there was no need to make any special preparations before applying for a job.

_____ 3. Brenda had been told by her family that she had to get a job and bring in some money. She wasn't very eager to go to work, and when interviewers asked her why she wanted to be employed at their firms, she would say, "Well, if I have to work, this place is as good as any."

Multiple Choice

1. The type of job in which you work can affect--
   a. your physical and mental health
   b. how much leisure time you have
   c. how much money you will make
   d. all of the above

2. Some factors you should consider when looking for a job are--
   a. the location of the job, the hours you will work, and the salary
   b. the opportunity for advancement and your chances for success
   c. the security of the job and the fringe benefits
   d. all of the above

List four things wrong with the attached application form:

1.

2.

3.

4.

On the back of this page write a letter of application to the Sonic, applying for a car hop job. You saw an advertisement for this job in the August 29th issue of the Eagle.

HOUSEKEEPING MANAGEMENT

Students in C.V.A.E. will be responsible for the total upkeep of the department.

Objectives:

After completion of this unit students should be able to:

Identify types of employment in housekeeping management.
Perform daily housekeeping tasks involved in the upkeep of the C.V.A.E. classroom/laboratory.
Relate C.V.A.E. Housekeeping Management to the World of Work.

Activities

Students will:

1. Listen to school maid speak on various opportunities in housekeeping.
2. Be responsible for a daily clean-up chore which will be rotated on a weekly basis - this will be continued throughout the entire school year.

Evaluation Techniques

Weekly student supervisor will grade each girl on how well she does her housekeeping task.

HOUSEKEEPING DUTIES

1. Supervisor - check each day to see that all the duties are done; grade each girl accordingly; change duty cards with assistance of teacher at end of week

2. Sweep - sweep room thoroughly at end of period (this duty lasts two weeks since two girls will be sweeping)

3. Clean tables and chairs - make sure tables are cleared of all papers, books, sewing tools, etc.; use 409 on tables and chairs when necessary; straighten furniture at end of period - make sure all chairs are pushed under tables before leaving

4. Sewing Machines - dust machines daily, polish weekly; check to see that drawers are empty of bobbins, pins, threads, etc.

5. Iron & Ironing Boards - put up in orderly manner at end of period; also look for loose threads and pins on floor

6. Laundry - take care of laundry when necessary (wash, dry, fold, put up, etc.); jubilee washer and dryer once a week

7. Closets, Bookshelves - see that all closets are kept in orderly manner; dust and straighten bookshelves; see that all doors are closed and locked at end of period

8. Take out trash - empty all trash cans; wash trash cans when necessary

   Polish mirror

9. Ironer - dust

   Filing Cabinet - dust

10. Blackboard - erase and clean when necessary

    Broom closet - clean sink when necessary, straighten closet when necessary

11. Replace girl/s absent

12. Replace girl/s absent

CLOTHING SERVICE - DOMESTIC SEWING

C.V.A.E. students need to be able to operate domestic sewing machines safely and efficiently before proceeding to work with industrial sewing machines.

Objectives

After completion of this unit students should be able to:

Understand use of sewing tools and equipment used in lab.
Utilize sewing tools and equipment safely and efficiently.
Know names and functions of domestic sewing machine parts.
Demonstrate proficiency in threading a machine, changing needles, oiling and cleaning machines.
Operate domestic sewing machine safely and efficiently.
Execute basic sewing skills.

Activities

Students will:

1. Label sewing machine parts after class discussion and drill, and after completing worksheets on machine parts.
2. Sew paper stitching charts (supplies by teacher).
3. Thread sewing machines and wind bobbins properly for teacher.
4. Open and close sewing machines properly after studying handout on the proper way to do so.
5. Change sewing machine needle after studying handout.
6. Demonstrate proper posture at sewing machine.
7. Study flashcards (developed by teacher) on small sewing tools.
8. Study handout on small sewing tools and their uses.
9. Do word search game on small sewing tools.
10. Identify sewing tools in lab.
11. Study handouts on preparation of cloth for cutting.
12. View demonstration by teacher on proper way to cut out apron.
13. Study handouts on the simple seam, backstitching and top stitching.
14. Construct the following projects in lab: pin cushion, chef apron (instructions will be individualized).
15. Practice the following basic sewing skills in the construction of their projects: stay stitching, straight stitching, back stitching, top stitching, pivoting, basting, and clean finishing.
16. Study handout on machine safety.
17. Clean and oil machine after observing demonstration given by teacher.
18. Do worksheet on basic sewing information.
19. Identify what is incorrect with basic seam samples supplied by teacher.

Resources

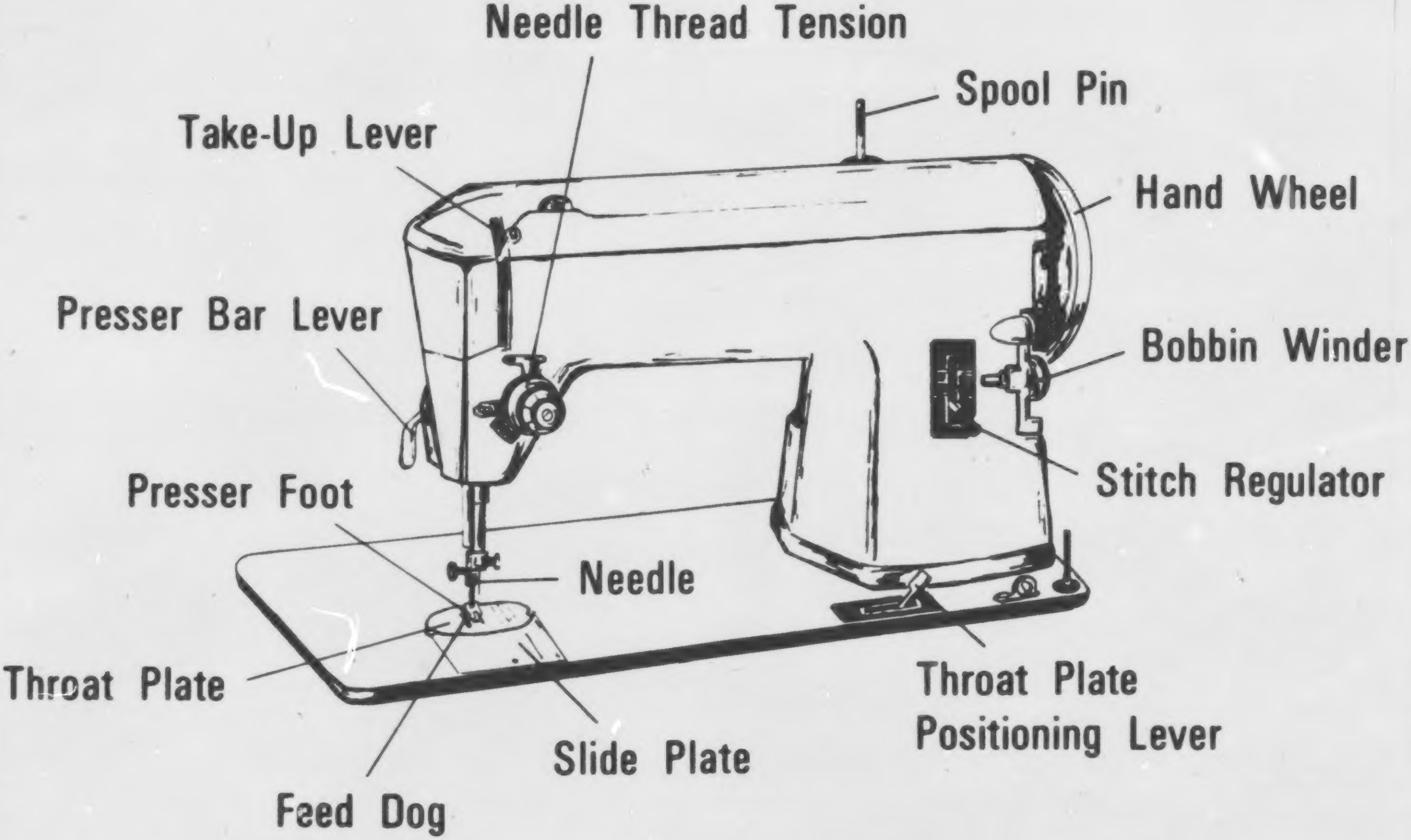
Home and Community Services, Oklahoma
Clothing Services, Texas Tech
Stitching Charts from Singer Training Program

Evaluation Techniques

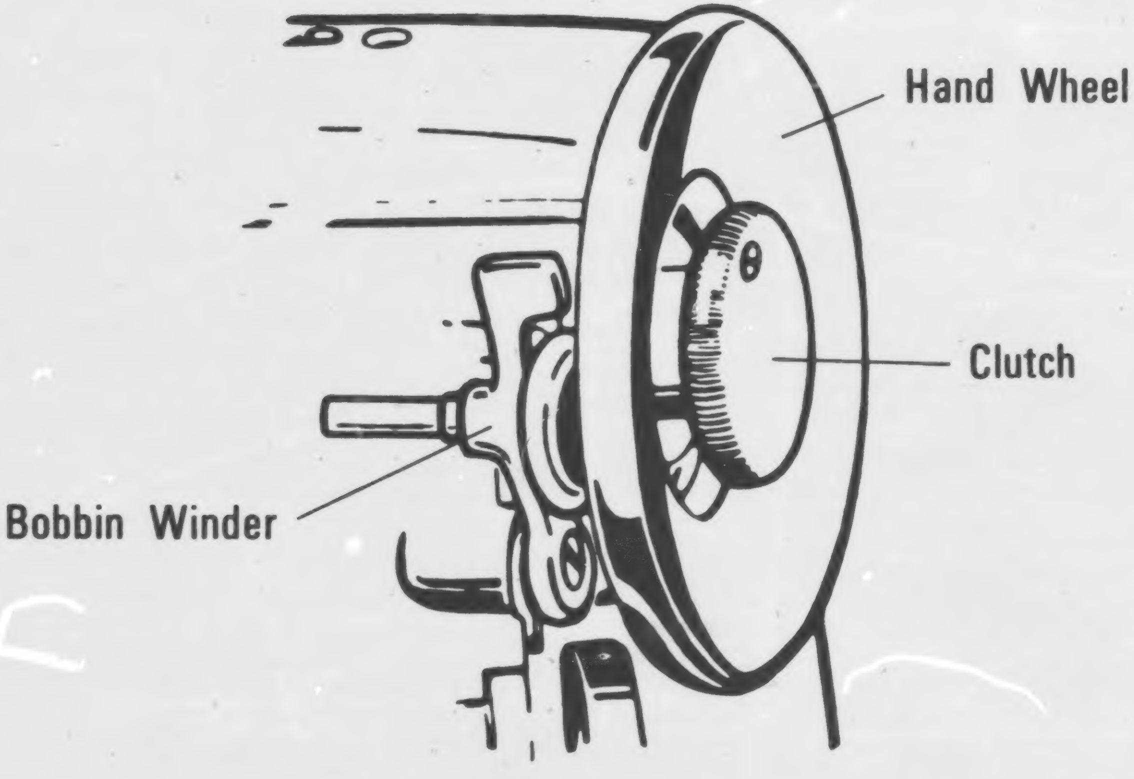
Written test on C.V.A.E. level over sewing machine parts and techniques
Self evaluation of lab projects using evaluation forms

Getting to Know Your Machine

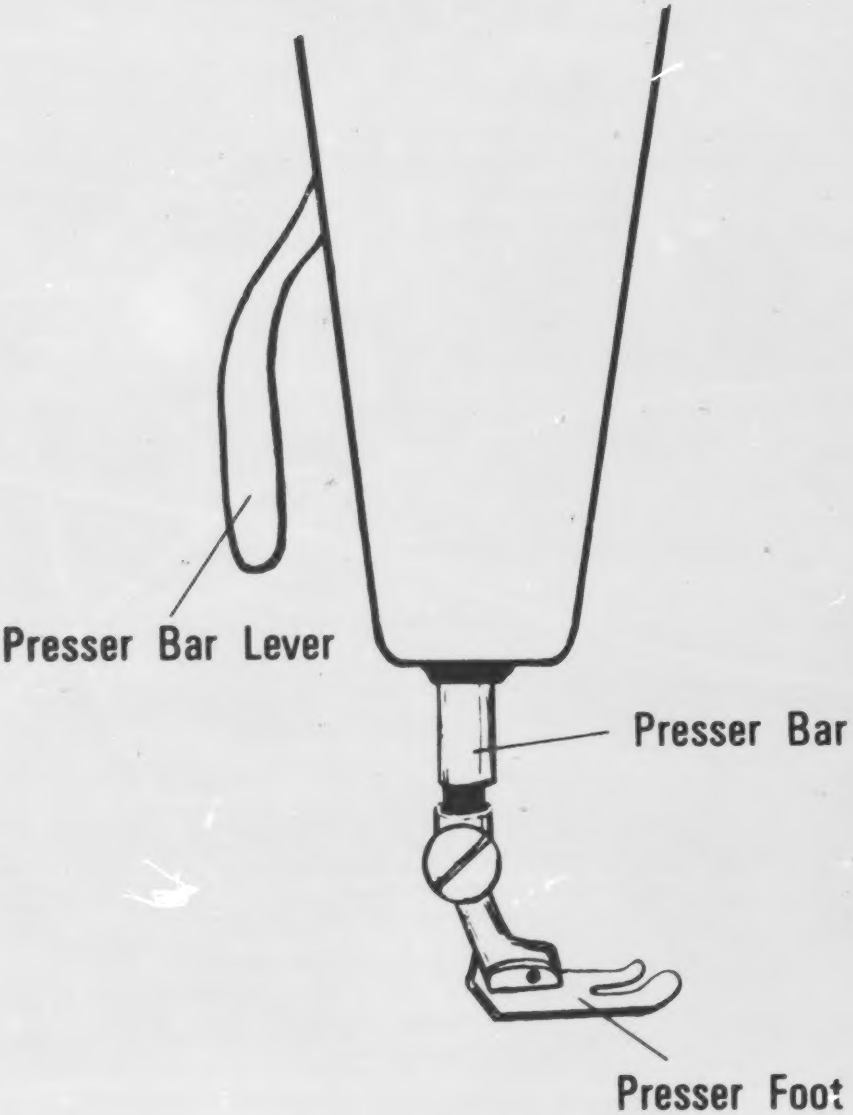
13 (7-B-21-B)


Needle Thread Tension
Spool Pin
Take-Up Lever
Hand Wheel
Presser Bar Lever
Bobbin Winder
Stitch Regulator
Presser Foot
Needle
Throat Plate
Throat Plate Positioning Lever
Slide Plate
Feed Dog

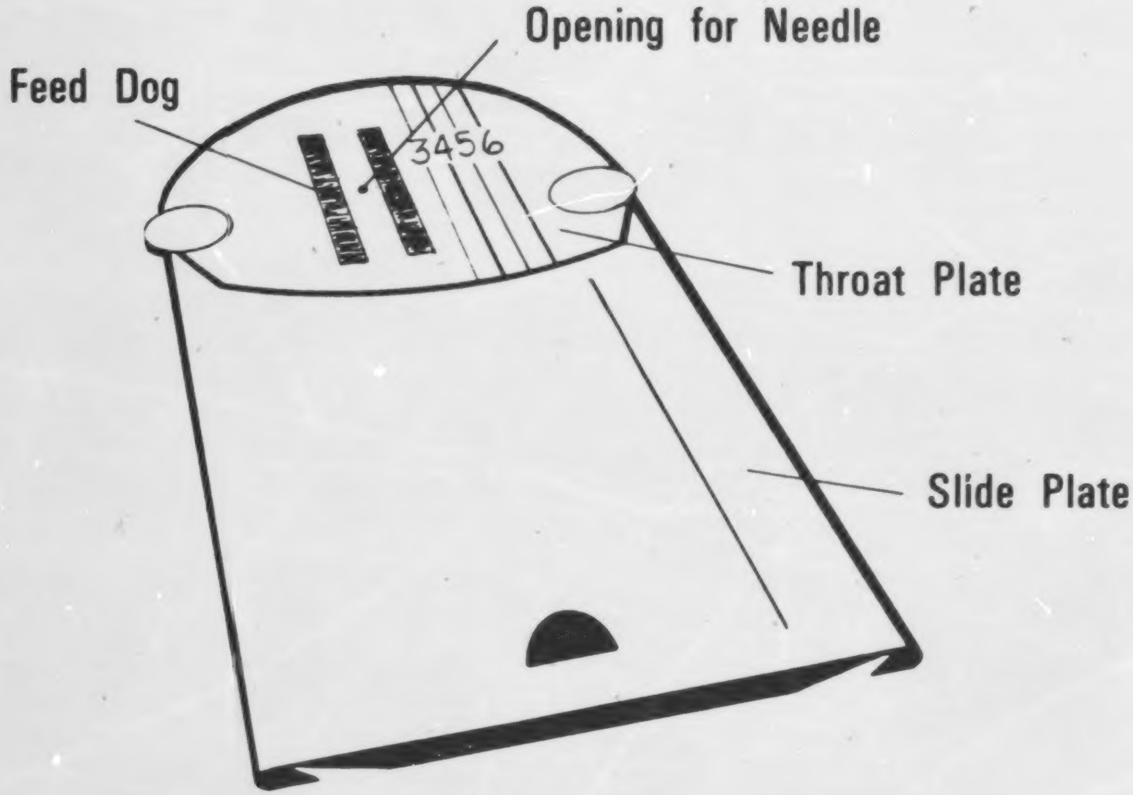
Getting to Know Your Machine


Hand Wheel
Clutch
Bobbin Winder

Getting to Know Your Machine

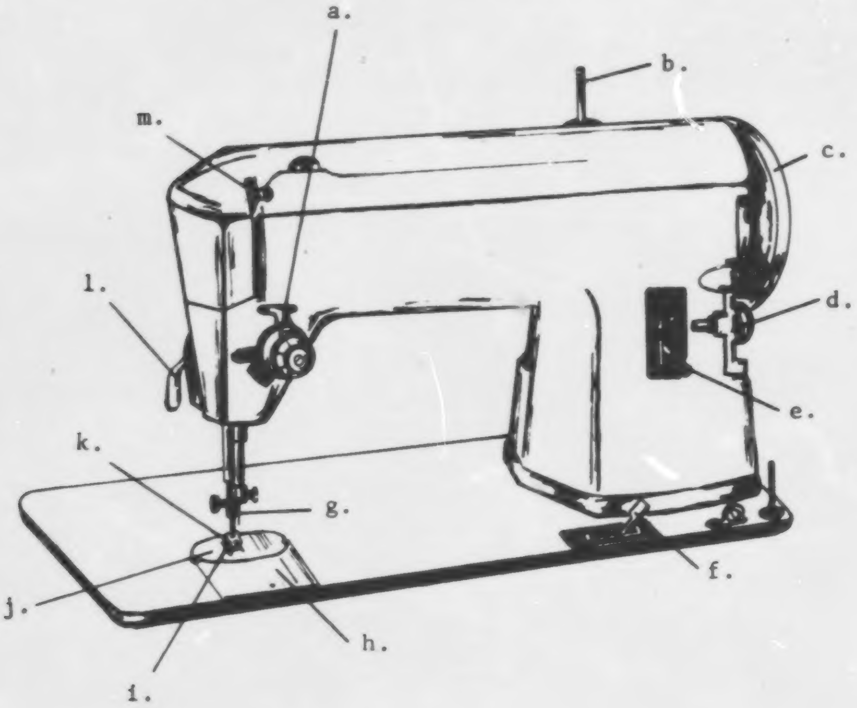

Presser Bar Lever
Presser Bar
Presser Foot

Getting to Know Your Machine


Opening for Needle
Feed Dog
3456
Throat Plate
Slide Plate

CLOTHING SERVICES
UNIT I
GETTING TO KNOW YOUR MACHINE

ASSIGNMENT SHEET #1--NAME PRINCIPAL PARTS OF SEWING MACHINE


a.
b.
m.
c.
l.
d.
e.
k.
g.
f.
j.
h.
i.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

i. ______________________________

j. ______________________________

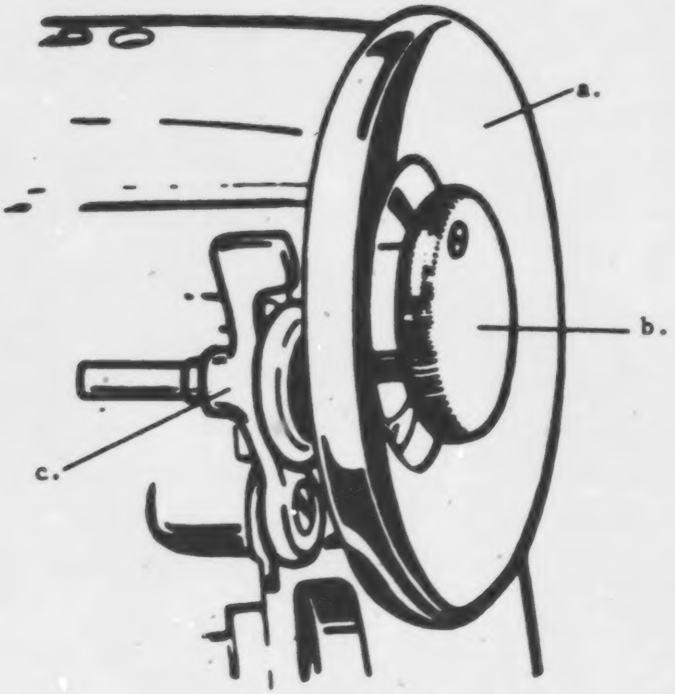
k. ______________________________

l. ______________________________

m. ______________________________

CLOTHING SERVICES
UNIT I
GETTING TO KNOW YOUR MACHINE

ASSIGNMENT SHEET #4--NAME PRINCIPAL PARTS OF SEWING MACHINE



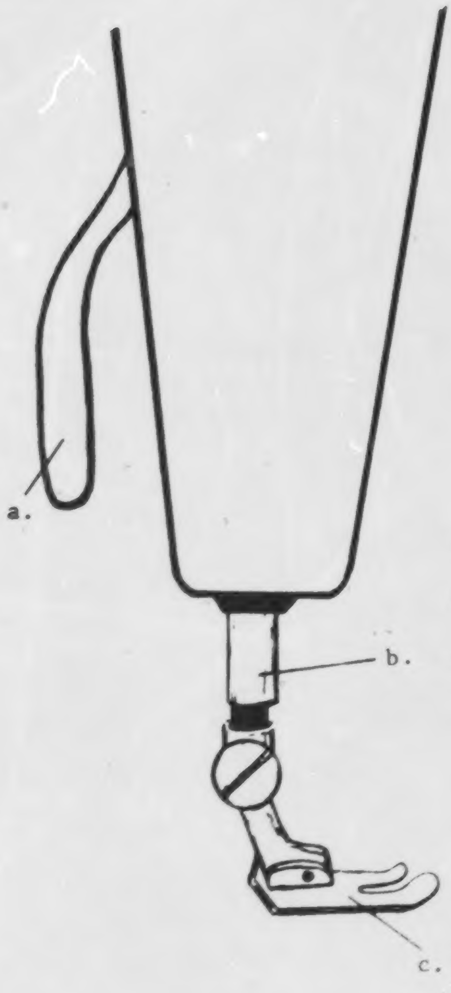
a. ______________________________

b. ______________________________

c. ______________________________

CLOTHING SERVICES
UNIT I
GETTING TO KNOW YOUR MACHINE

ASSIGNMENT SHEET #2--NAME PRINCIPAL PARTS OF SEWING MACHINE



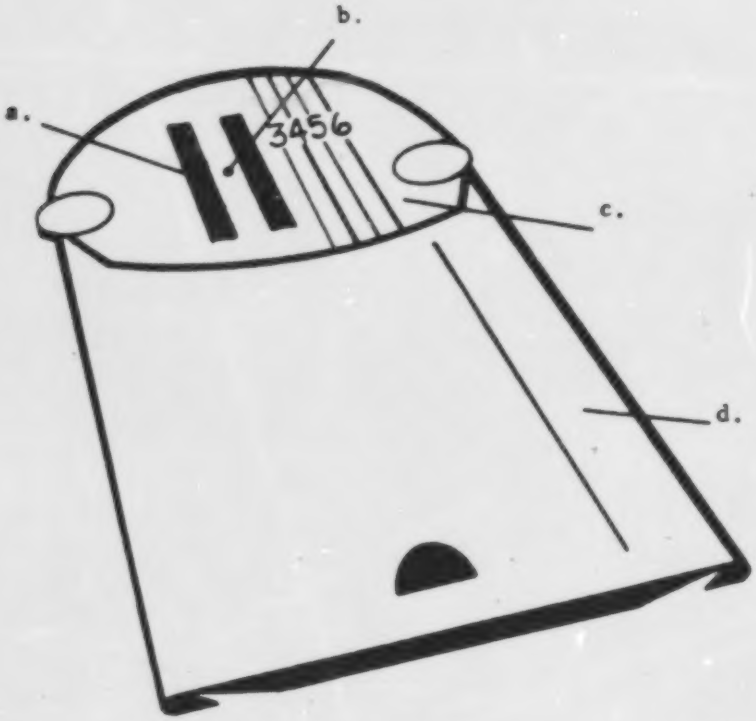
a. ______________________________

b. ______________________________

c. ______________________________

CLOTHING SERVICES
UNIT I
GETTING TO KNOW YOUR MACHINE

ASSIGNMENT SHEET #3--NAME PRINCIPAL PARTS OF SEWING MACHINE



a.______________________________

b.______________________________

c.______________________________

d.______________________________

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GETTING TO KNOW YOUR MACHINE
13 (33-B)

Study Sheet

1. ________________________ holds spool of thread.

2. ________________________ moves down to loosen the top thread as the stitch is formed and up to remove the slack as the stitch is completed.

3. ________________________ is the bar to which the presser bar is attached.

4. ________________________ when lowered, holds the cloth firmly in position as it is pushed through the machine.

5. ________________ _______ covers the parts of the machine directly under the needle.

6. ________________________ pushes the cloth backwards the required amount as each stitch is made.

7. ________________________ covers the bobbin.

8. ________________________ pierces the cloth and carries the top thread into the bobbin chamber.

9. ________________________ controls the length of the stitch; when pushed to the highest point, the machine will stitch backward.

10. ________________________ winds the thread on the bobbin.

11. ________________________ helps in positioning the needle.

12. ________________________ when loosened, disengages the stitching mechanism.

13. ________________________ adjusts the throat plate for general sewing, making buttonholes, and removal.

14. ________________________ raises presser foot.

SETTING UP THE MACHINE

16 (77)

1. Remain standing while setting up the machine.
2. Using the left hand raise the lid and open it out flat.
3. Lift the front hinged section with the left hand.
4. Raise the head of the machine carefully with the right hand.
5. Place the front hinged section in place with the left hand.
6. Bring the head down to rest on bed of machine.
7. Plug in cord.

PUTTING MACHINE AWAY

1. Clear loose threads and pins from the machine bed.
2. Lower needle into felt scrap and lower presser foot.
3. Remove the cord.
4. Using the right hand lift the machine head.
5. Using the left hand raise the front hinged section.
6. Lower the head into cabinet carefully.
7. Lower the front hinged section to flat position.
8. Lower the machine lid.

REMOVING AND REPLACING THE SEWING MACHINE NEEDLE

18 (47-B)

1. Turn the hand wheel by hand until the needle is at its highest point

2. Loosen the thumb screw of the needle clamp

3. Remove the needle

4. Inspect the needle to determine if it is bent or blunt

5. If needle is damaged, select new needle

6. Insert needle with long groove side on the same side of the needle bar as the last thread guide

   (Note: Remember that the long groove should always be turned toward the side from which you thread the needle.)

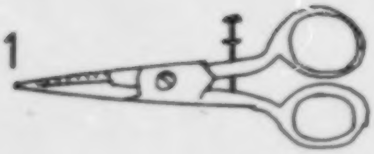
7. Push needle up into slot as high as possible

8. Tighten the thumb screw securely

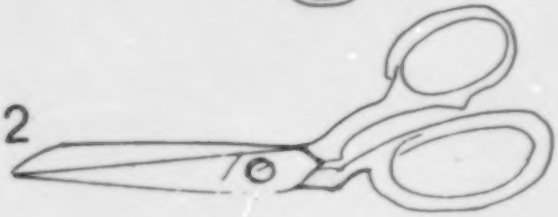
SMALL SEWING TOOLS AND THEIR SPECIFIC USES

14 (37-40)

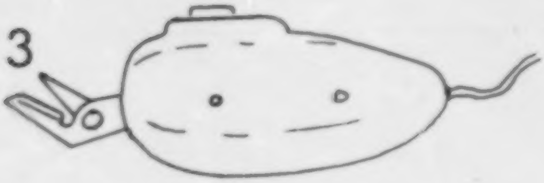
Cutting:

1


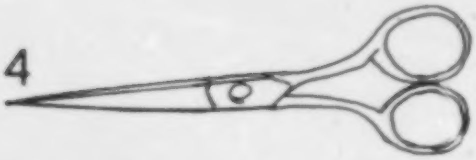
1. Buttonhole scissors--used to cut buttonholes open. May be adjusted to cut different-sized buttonholes.

2


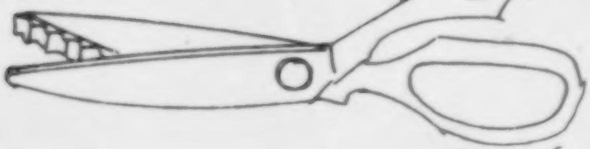
2. Cutting shears--used for cutting out garment. Should have a bent handle with a small ring handle for the fingers. Dressmarker's shears' blades vary from 6-1/2 in. to 7 or 8 in. in length. The blades of Tailor's shears are longer.

3


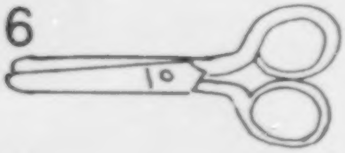
3. Electric cutting shears--used for cutting out fabric. Plug into household outlet or battery operated.

4


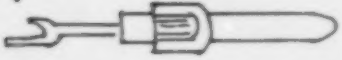
4. Embroidery scissors--used for fine trimming, needlework, and embroidery. Usually 3-4 inches long.

5


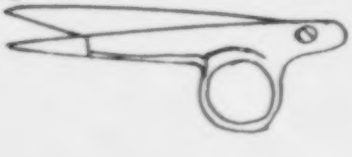
5. Pinking shears--used to finish seams that ravel. Have zigzag edges. Available in lengths from 5-1/2 to 10 inches.

6


6. Ripping scissors--used to rip out seams without cutting the fabric. They have blunt ends.

7


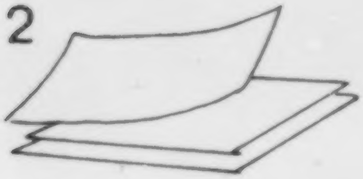
7. Seam ripper--used to rip out stitching.

8


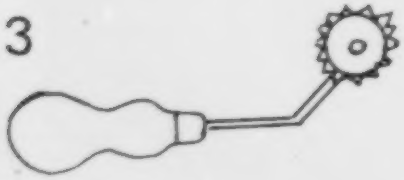
8. Thread clips or nippers--used to snip threads and make small clips needed for marking or for curved seams. Have one ring which fits over the little finger. Operated by squeezing with the palm of the hand.

Marking:

1. Tailor's chalk--used for marking on fabric which cannot be marked with carbon. Made in flat 2-inch squares in white, black, red, and blue, or in pencil form.

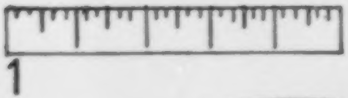


2. Tracing paper--carbon paper used to mark fabric. Comes in many different colors.

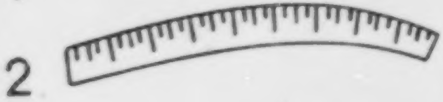


3. Tracing wheel--used to roll along pattern markings and transfer them through the tracing paper to the wrong side of the fabric. Comes in smooth edge, needle-point edge, and saw-tooth edge.

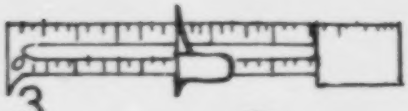
Measuring :



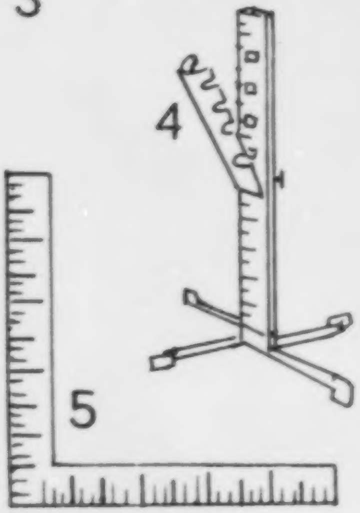
1. Cuff marker--used to measure the width of cuffs on garments.



2. Curved rule--used to measure curves.

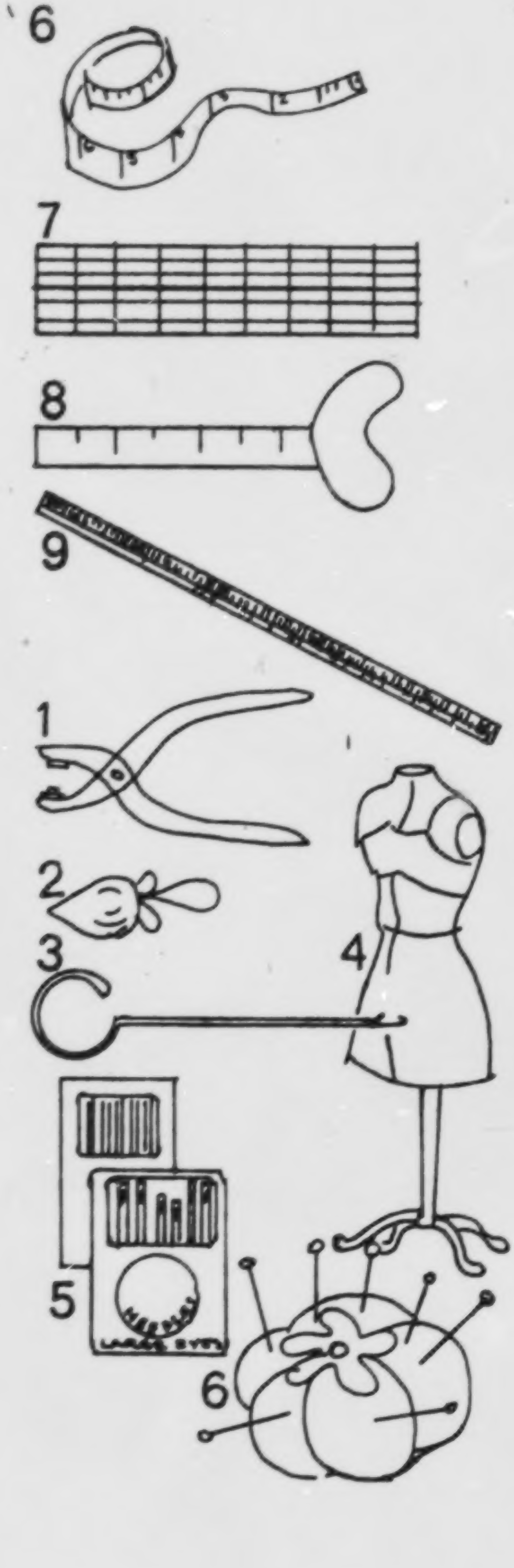


3. Hem gauge--used for measuring hems, and lengths under 6 inches.



4. Skirt marker (pin type)--used for marking hemline.

5. Tailor's square--guide for measuring accurate angles.



6. Tape measure--used for measuring long lengths. Select oil cloth or plastic, 60 inches long with numbers printed on both sides of the tape, and with metal tips.

7. Transparent dressmaker's ruler--used for measuring when it is necessary to see through the measuring device.

8. Underarm rule--used to measure arm length.

9. Yard stick--used to measure straight surfaces, as in checking grain lines. Should have a smooth finish so will not catch fabric.

Sewing:

1. Belt eyelet punch--used for putting eyelets in belts.

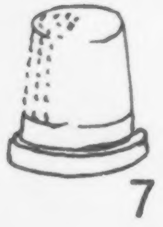
2. Emery bag--used to remove rust from pins and needles. Sometimes attached to pin cushion.

3. Loop turner--used for turning belts and loops.

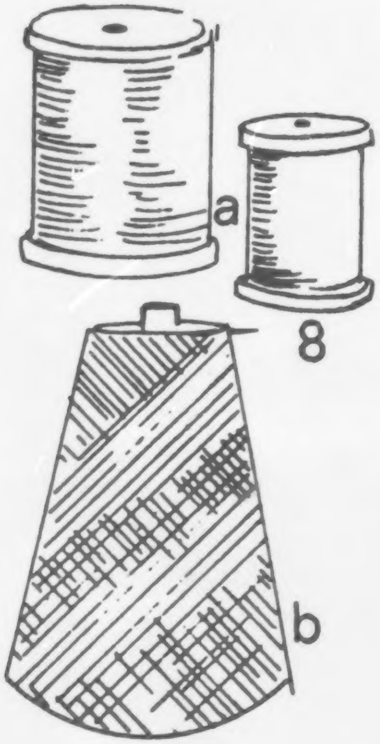
4. Model form--used for fitting garments.

5. Needles--come in sizes and types according to use.

6. Pin and needle cushion--storage for pins and needles which keeps them convenient while working. Can be bought in wrist type.



7. Thimble--used for pushing needle through fabric during hand stitching and to protect finger.



8. Thread--comes in different fibers and weights suitable for certain types of fabric. a) spool--used for home sewing; b) cone--used mainly in commercial establishments.

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WORD SEARCH GAME - SMALL TOOLS

39

DIRECTIONS: Find the words listed below in this word search game. The words may be spelled vertically or horizontally. Circle the name of each item located.

M U T S A N T O Q T E S S A C D F G J I K E Z T R U T N
Z Y S E B E L T E Y E L E T P U N C H T A C M A E U A R
A Y E L E C O T R I C Q P H D X W G E F T E N O A M I S
N R H I C D O A A E T D D R H D H E M M A R K E R O L U
S E I K M T P M O D Y J Y E N R O A G T P S Q M Z T O A
Y L J T U S T X Z S M P H A T C A J A F E X B E E A R I
L E B J S W U M O X S V C D Z R T N U D M L J R M S S Z
W C K Q C U R V E D R U L E F D Y E G R E W X Y B M S Q
L T P N U K N E U K C U F F M A R K E R A L R B R X Q E
R R C N T I E V A Q Y U A Z K J M L P C S R R A O A U M
X I X B T R R N G W E N O N Y D X V B R U X I G I V A H
D C S G I Z N T M M O D E L F O R M U T R D P C D E R I
J C F S N U J K R V R E U Z A V M H Z A E J P D E V E Y
N U E R G A E S E A M R I P P E R R N E A N I M R H Z K
Y T P W S C L T H R E A D C L I P S Y U G Y N X Y R N Y
O T O Y H D F R B F T R A C I N G P A P E R G C S K Y A
U I Q T E E W O G L E M I W R F S B N Y R D S T C W N R
Z N I A A J T A I L O R S S H E A R S S O U C Y I B T D
M G E I R I U W X I B U T T O N H O L E S C I S S O R S
D S R N S H N S C C V L V L W E Y E T W S Z S L S V Z T
R H G C R G P C P N A E Q R J E E L Z I Y M S C O E F I
M E P I N K I N G S H E A R S D K V F N Z D O N R T L C
T A I L O R S C H A L K D J A L O H L G Q M R S S H P K
U R Z T R A C I N G W H E E L E Z R P G V U S E N I A L
G S A Q C E R O L G J L P I N S E B A A I G N O Y M F E
P I N A N D N E E D L E C U S H I O N U U Q K Y G B N A
Q S U Z O L F Q J L E R X T P L V R F G B A Q O F L B N
T R A N S P A R E N T D R E S S M A K E R S R U L E R J

WORDS TO LOCATE:

belt eyelet punch
buttonhole scissors
cuff marker
curved rule
cutting shears
electric cutting shears
embroidery scissors
emery bag
hem gauge
hem marker
loop turner
model form
needles
pin and needle cushion
pinking shears
pins
ripping scissors
seam ripper
sewing gauge
tailor's chalk

tailor's shears
tailor's square
tape measure
thimble
thread
thread clips or nippers
tracing paper
tracing wheel
transparent dressmaker's ruler
underarm rule
yardstick

CLOTHING SERVICES
13 (109-B-117-B)
PREPARATION OF CLOTH FOR CUTTING

INFORMATION SHEET

I. Terms and definitions

   A. Bolt--A roll of cloth as seen in stores

   B. Crosswise threads--The threads that run across the fabric from selvage to selvage; they are often referred to as crosswise grain

   C. Cut edge--Where fabric was cut or torn from the bolt

   D. Folded edge--Opposite the selvage if fabric is wound double on the bolt

   E. Lengthwise threads--The threads that are parallel to the selvage; these are also referred to as lengthwise grain

   F. Right side of fabric--Has greater softness or luster, more distinct print, and smoother look than wrong side; selvage is also smoother on the right side

   G. Selvage--The finished edge running lengthwise of the fabric

   H. Shape perfect--Lengthwise and crosswise threads cross at right angle to each other; the ends will be equal in shape

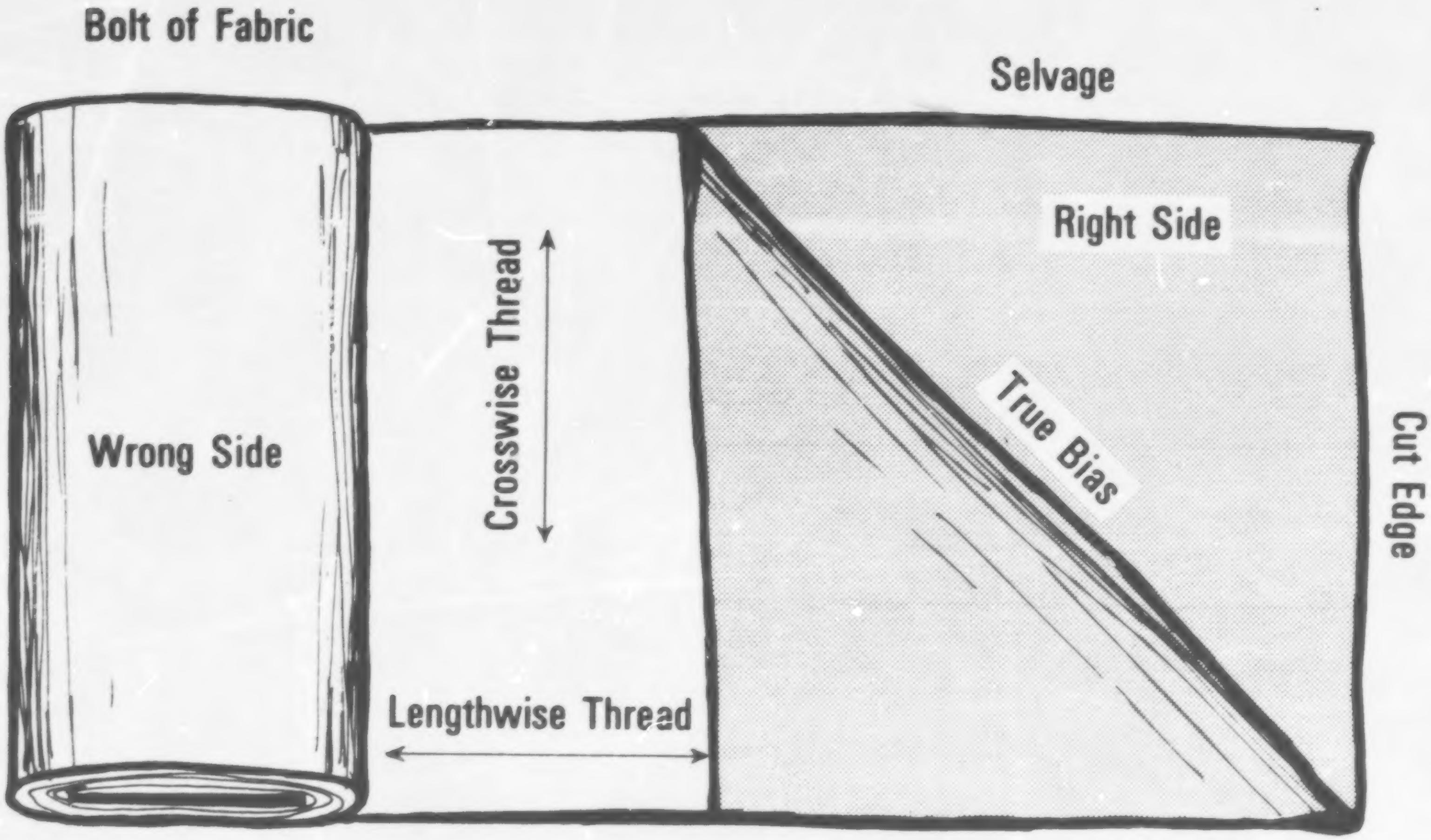
   I. Thread perfect--A crosswise thread can be pulled or traced across the end of the fabric

   J. True bias--Found by folding a straight cut edge so that crosswise threads are parallel to lengthwise threads

II. Thread perfect cloth--Garment cut from cloth that is not thread perfect will twist on the body which will result in an uncomfortable garment and one that does not hang correctly

III. Shape perfect cloth--Garment cannot be cut thread perfect if fabric is not shape perfect

Terms Which Pertain to Fabric


Bolt of Fabric
Selvage
Right Side
Crosswise Thread
Wrong Side
True Bias
Cut Edge
Lengthwise Thread

CLOTHING SERVICES

PREPARATION OF FABRIC FOR CUTTING

ASSIGNMENT SHEET #1--IDENTIFICATION OF TERMS PERTAINING TO FABRIC

I. Examine a piece of fabric. Identify the following terms pertaining to fabric by labeling the fabric:

   A. Selvage

   B. Crosswise thread

   C. Lengthwise thread

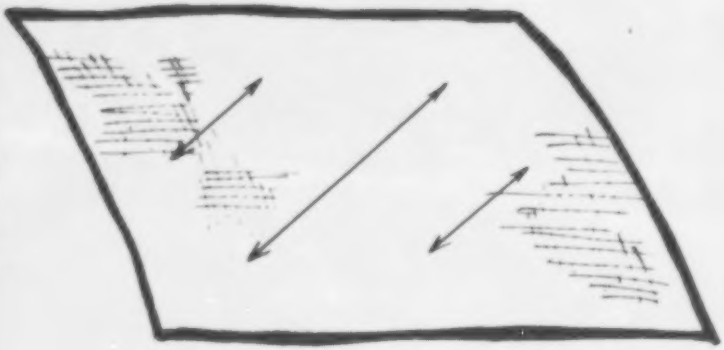
   D. True bias

   E. Wrong side of fabric

   F. Right side of fabric

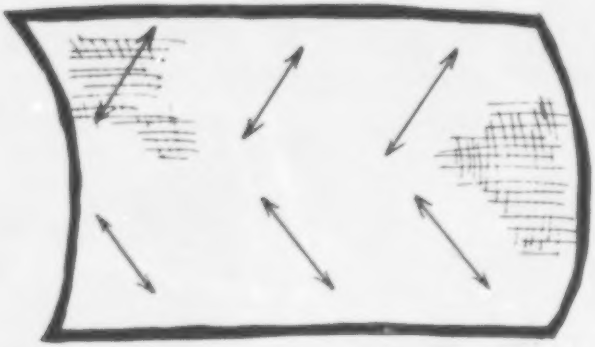
Fabric May be Off Grain in Different Ways

Entire Piece Off Grain



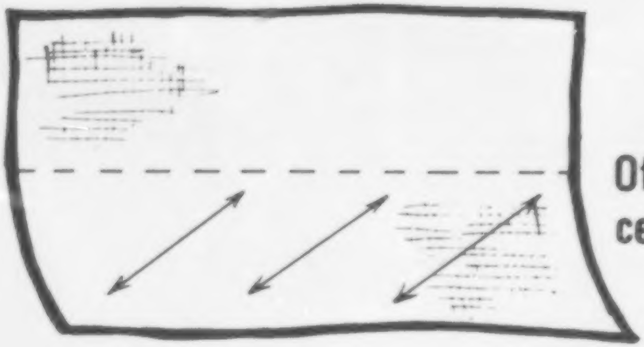
Off-grain from corner to corner

Entire Piece Off Grain



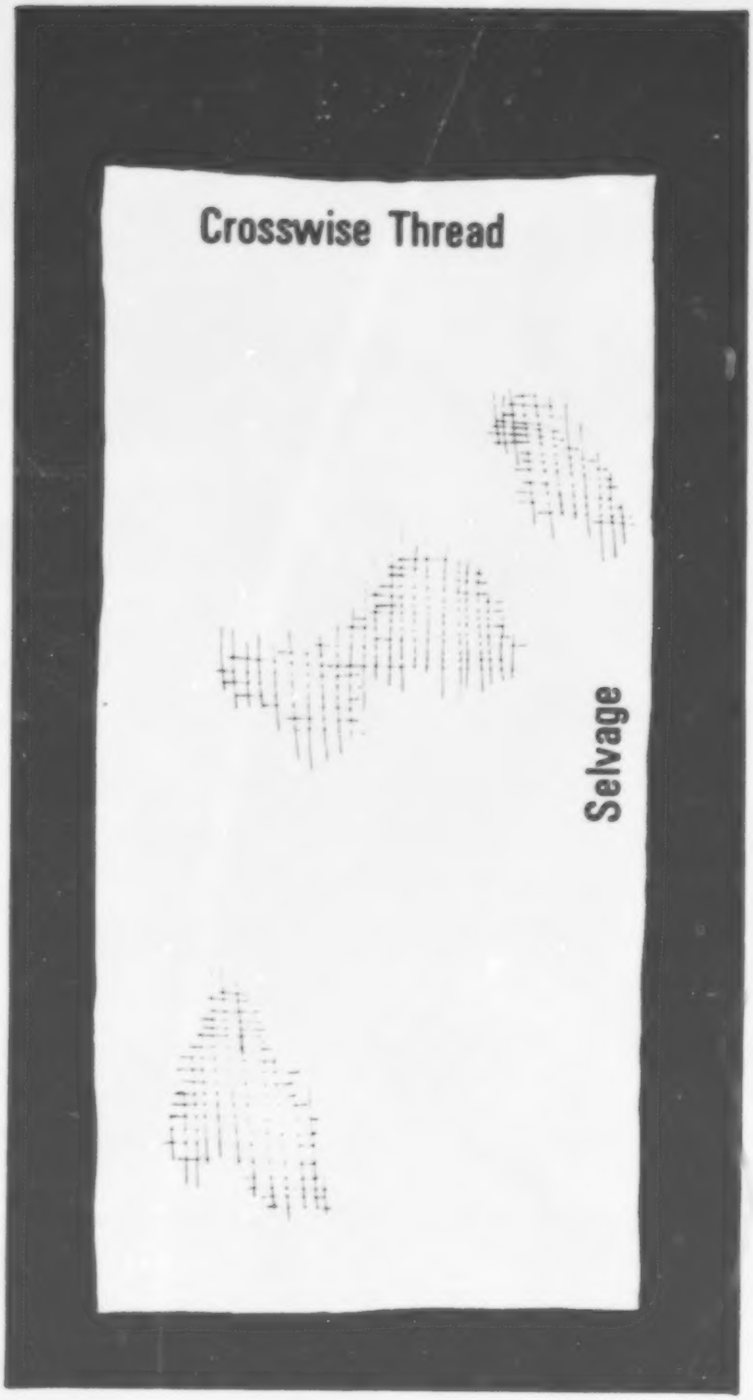
Off grain from center to corners

One Side Only



Off grain from
center to corner

Table Check for Shape Perfection


Crosswise Thread
Selvage

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PRIMARY SEWING OPERATIONS

12 (79-82, 87-88, 95-96)

The Simple Seam

OBJECTIVE: To learn how to make a simple seam.

Words to learn for this lesson:

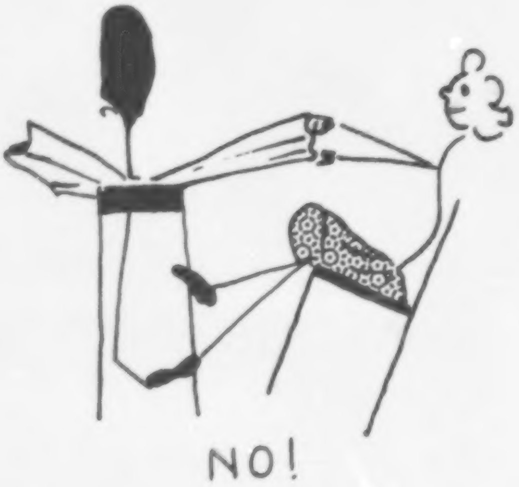
posture	(pos′ch ər)
tilt	(tilt)
operate	(op′ ər āt)
material	(mə tēr′i al)
ply	(plī)
edge	(ej)
offset	(ôf′set′)
distance	(dis′tɔns)

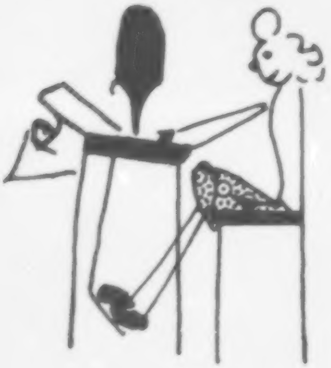
Now we shall learn how to operate a machine.

The first thing to learn is GOOD POSTURE.

If you do not sit straight at your machine, you will get tired.

Do not tilt your chair back.



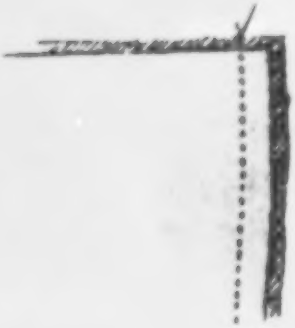


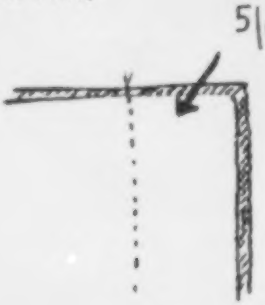
A good operator sits straight, with her hands on her machine.

The first operation you shall learn is the simple seam.

A seam is two or more pieces of material sewn together.

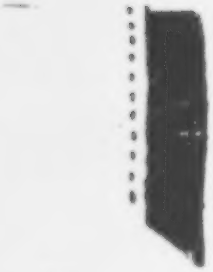
This is a plain seam with two PLIES of material.

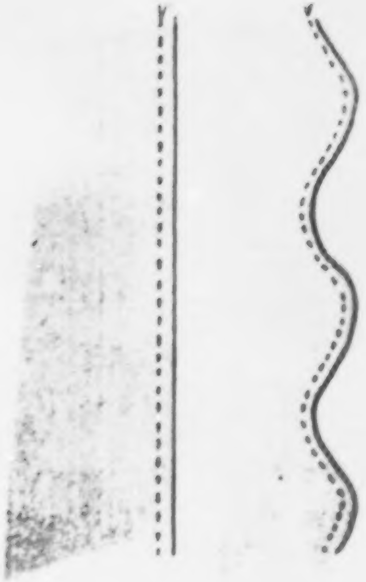




Most of your seams will be $\frac{5''}{8}$ wide.

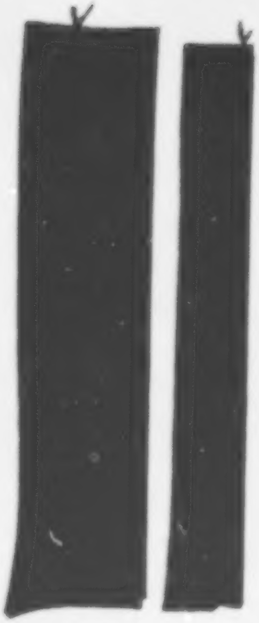
When the edges are not together it is called offset.





When you sew a seam, follow the cut edge.

Be sure the distance from the edge is the same.



WRONG

RIGHT

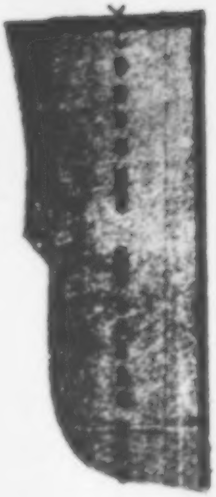
If the seam is not straight, your work is sloppy.

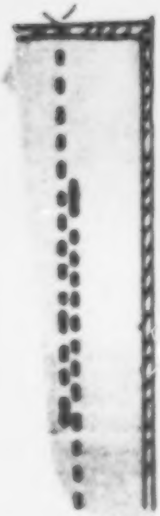
Be sure that the edges of your work are together.

WRONG

Your right hand guides.

Your left hand pushes.





When your thread breaks, go back and sew 2 inches over the old seam.

WRONG

RIGHT

ASSIGNMENT:

1. What is an offset seam?
2. Why is it wrong to have bad posture?
3. Which hand guides?

Ask the teacher for material.

Practice making a straight seam.

PRIMARY SEWING OPERATIONS

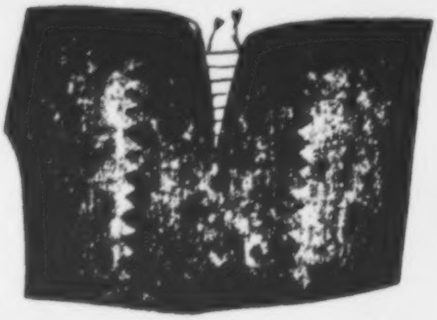
Back Tacking

OBJECTIVE: To learn how to back tack or backstitch.

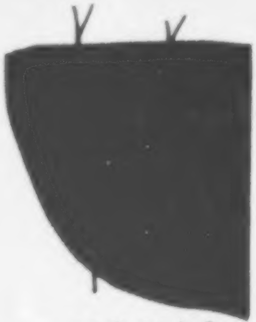
Words to learn for this lesson:

tacking	(tak′ing)
back	(bak)
forth	(fôrth)
ravel	(rav′əl)
beginning	(bi gin′ing)
end	(end)
same	(sām)
center	(sen′tər)

You back tack at the end of the seam. If you cut the thread at the end of the seam, the seam starts to ravel. This is why you backstitch at the beginning and the end of every seam.



RIGHT

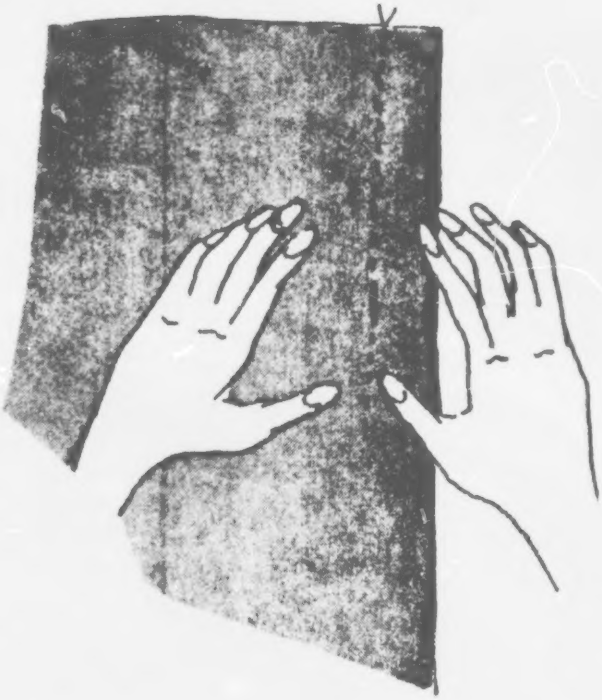


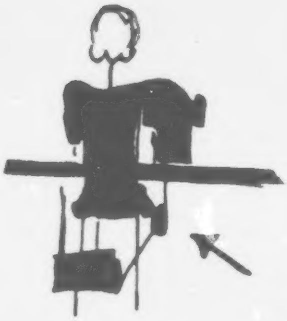
WRONG

You must learn to back tack in the same stitch.

This takes much practice.

When you back tack, hold your work tight with both hands.





ASSIGNMENT:

1. Why do we back tack?
2. Do you need both hands to backstitch?
3. Can you back tack in the center of a seam?

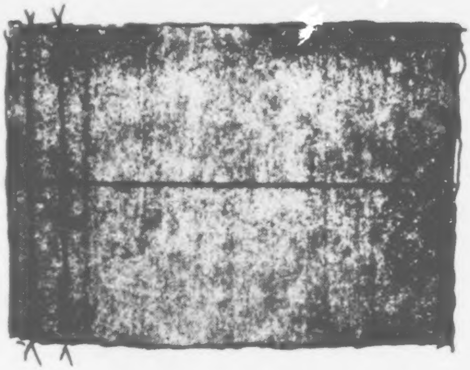
Ask the teacher for a piece of material.

Make a line in the center.

Tack the beginning of each seam.

Tack the center of each seam.

Tack the end of each seam.



PRIMARY SEWING OPERATIONS

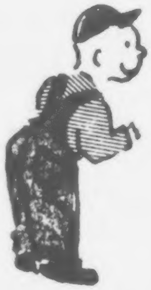
Topstitching

OBJECTIVE: To learn how to topstitch.

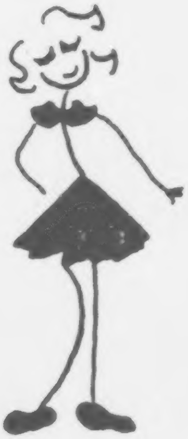
Words to learn for this lesson:

overall	(o′ vər ôl)
pocket	(pok′ it)
collar	(kol′ ər)
pleat	(plēt)
skirt	(skėrt)
industry	(in′ dəs tri)

Any stitching that you can see on the outside is topstitching.



The pockets on the little boy's overalls are topstitched.

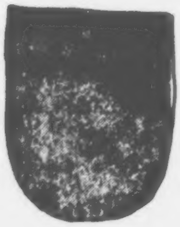


The girl's collar and skirt are topstitched.

Good topstitching takes much practice.

There are many operations of topstitching in the sewing industry.

You must learn to follow the edge perfectly.



ASSIGNMENT:

1. Look around the room and name five things that are topstitched.
2. Ask the teacher for material and practice topstitching.

Reproduced from Power Sewing, Rutgers University, with permission.

SAFETY RULES FOR CVAE CLOTHING LABORATORY

1. Keep blades of scissors or shears CLOSED when not in use. When giving them to someone, hold them by the point, so the person taking them may grasp them by the handle.
2. Keep pins and other sharp objects out of the mouth.
3. Practice good posture.
4. Keep long flowing hair from getting caught in the equipment by tying it back.
5. Hold plug not cord, when disconnecting equipment.
6. Concentrate on the work while operating the machine.
7. Turn motor off when machine is not in use, when replacing a needle, or when threading.
8. Keep hands away from the needle.
9. Clean oil spills off the floor immediately.
10. Keep feet away from the treadle when threading the machine.
11. Avoid wearing clothing that can get caught in the machine.
12. Store equipment properly when not using.
13. Connect machine plugs directly to the wall outlet, not to an extension cord.
14. Keep traffic lanes clear.

Study Sheet

Basic Sewing Information

1. What two sewing tools should you have with you when getting ready to sew at the machine?
2. Where should the take-up lever be when starting to sew?
3. What should you remember to do with your threads before sewing?
4. Why should you test the machine on a fabric sample before sewing on your project?
5. What is the standard seam allowance?
6. What number should the stitch regulator be set on for regular machine stitching?
7. What is a basting stitch?
8. What should the stitch regulator be set on for basting?
9. Why do we leave a fabric sample under the presser foot when we put the machine up?
10. Define the following terms:

Backstitch -

Top Stitching -

Clean Finishing -

Pivot -

Guide Sheet -

Stay Stitching -

Basic seam samples will be prepared and distributed for the students to identify the following fallacies:

1. not backstitched
2. edges not flush
3. machine incorrectly threaded
    a. bobbin thread
    b. top thread
4. wrong sides together
5. machine stitch regulator set on a basting stitch, instead of regular machine stitching
6. seam allowance not 5/8 inch

Name ________________________________

CHEF APRON EVALUATION

	GOOD	AVERAGE	POOR
I. PREPARATION FOR SEWING Fabric Cut on Grain			
Pattern Markings Traced Correctly			
II. POCKETS			
Embroidery - Small, Neat, Even Stitches			
Construction - No raw edges showing Sewn according to guide sheet instructions			
Top Stitching - Neat, straight lines Backstitched No loose threads			
III. STRAPS AND TIES No raw edges			
Neat, straight topstitching			
No loose threads			
Sewn according to teacher's and guide sheet instructions			
IV. UNDERARMS AND SIDES No raw edges			
Neat, straight topstitching			
No loose threads			
Sewn according to teacher's and guide sheet instructions			
V. HEM No raw edges			
Straight, neat topstitching			
Backstitched			
No loose threads			

Name ______________________________ Date ________________________

C.V.A.E. TEST

1. Define parts of the machine: (see labeled parts on machine)

   1.

   2.

   3.

   4.

   5.

   6.

   7.

   8.

   9.

   10.

   11.

   12.

   13.

2. Fill in the Blanks:

   Presser Bar Lever
   Throat Plate
   Slide Plate
   Spool Pin
   Bobbin Winder
   Thread Tension
   Stitch Regulator
   Presser Foot
   Clutch
   Feed Dog
   Hand Wheel

1. ____________________ holds spool of thread
2. ____________________ when lowered, holds the cloth in position
3. ____________________ covers the bobbin case
4. ____________________ pushes the cloth as you sew
5. ____________________ controls the length of the stitch
6. ____________________ winds the thread on the bobbin
7. ____________________ when loosened, disengages the needle
8. ____________________ raises the presser foot and presser bar

Short Answer

1. What sewing tools should you have with you when you begin to sew at the machine?

2. What should you remember to do with your threads before sewing?

3. Where should the take-up lever be when starting to sew?

4. Why should you test the machine on a fabric sample before sewing on your project?

5. What should you follow step by step in the construction of your project?

6. What are embroidery scissors used for?

7. What is the purpose of a seam ripper?

8. Why should you leave a fabric sample under the machine needle before putting it up?

Identify the sewing tools on display

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

True or False

1. _____ Sitting well increases the ability to sew well and allows the person to sew longer without getting tired.
2. _____ When winding the bobbin, loosen the clutch so as to disengage the needle.
3. _____ Tracing wheel and tracing paper are used to transfer markings from pattern to the fabric.
4. _____ Pivoting means to leave the needle in the fabric, raise the presser foot, and turn the fabric in order to stitch in another direction.
5. _____ When passing shears to a classmate, hold them by the handle, so the person taking them may grasp them by the point.
6. _____ Keep pins and other sharp objects out of the mouth.
7. _____ Take up lever should be at a low point when beginning to sew.

8. _____ In order to protect yourself from sewing hazzards, you need to give undivided attention to your sewing project.
9. _____ Remove pins, thread, bobbin from the machine before closing it.
10. _____ There is no difference between scissors and shears.

Matching

1. _____ Standard seam allowance

2. _____ Standard stitch length

3. _____ Basting Stitch

4. _____ Backstitch

5. _____ Top Stitching

6. _____ Guide Sheet

A. Used to reinforce stitches so they will not come out

B. A temporary stitch, stitch regulator set on 6

C. Stitch regulator set on 10-12

D. 5/8 of an inch

E. A decoration stitch

F. Should be followed step by step in the construction of clothing projects

Give an example of when you used the following stitches or techniques in the construction of your apron:

a. basting

b. top stitching

c. pivoting

d. backtacking

CLOTHING SERVICE - ASSEMBLY LINE WORK

C.V.A.E. students training in clothing service need to become acquainted with the assembly line method of construction.

Objectives

After completion of this unit the students should be able to:

Demonstrate how to thread the lockstitch power machine.
Pursue skills needed to operate the lockstitch power machine.
Apply basic sewing skills to assembly line construction.
Relate C.V.A.E. Clothing Services to the World of Work.

Activities

Students will:

1. Thread lockstitch power machine, after viewing demonstrations given by teacher.
2. Study handout and do worksheet on terms used in the sewing industry.
3. Participate in class assembly line project using domestic and power machines.
4. Take a field trip to a local clothing factory.

Resources

Clothing Services, Texas Tech
Materials from 1974 C.V.A.E. Workshop at Texas Tech
Materials from 1975 C.V.A.E. Workshop at University of Houston

Evaluation Techniques

Self evaluation of projects

TERMS USED IN THE TRADE

14 (199-201)

Assemblers - persons who prepare the fabric pieces for the sewing room. They mark the location of any construction details. They gather together and bundle all the fabric pieces and notions required for each garment. They ticket each bundle and send it to the sewing department.

Backstitch - a stitch used at the beginning and end of seam to reinforce.

Bar tack - tacking with a bar of stitches made on a zigzag pattern, used to reinforce.

Bundle - grouping together pieces of material to be sewn together, or a quantity of completely sewn items.

Cutter - person who cuts the pattern pieces with an electric machine that cuts through all layers at one time. He also makes notches in the edges of the material to show matching points for assembling the pieces.

Cycle Time - The amount of time that should be used to complete the unit, bundle, lot, sub-assembly, or garment.

Designer - person who get ideas for new styles and draws pictures to show how the clothes will look.

Dispose - the motion an operator goes through to get rid of the part after sewing is completed - also refers to the area where the part is placed.

Fitter - person who matches the cut pieces to the hard pattern to make sure they will match with others to which they are sewn.

Get - the motion an operator goes through to obtain the next piece of material she will sew - also refers to the area where the material is placed for the "get".

Hand Sewer - person who joins or reinforces parts of articles or garments or sews buttonholes and attaches fasteners to articles, or sews decorative trimmings to articles or garments by hand. Also called a hand finisher.

Inspector - person who examines workmanship of operators during construction - also examines finished garment - sometimes cuts off all loose threads, removes basting stitches, and brushes lint and threads from finished garment.

Irregulars - term used to indicate imperfect or damaged garments that are completed.

Lay - the total number of plies of material spread out on a long cutting table, from which identical parts are cut at one time.

Making - the complete construction of a garment including all cutting, sewing and pressing operations.

Make-up pay - the difference an employee is paid when production is not up to minimum wage.

Marker - a ply of cloth or paper on which the parts of the garment to be cut have been outlined to make possible use of least amount of material.

Marking - outlining with soap chalk, the cutting lines of a garment on the top of a lay using heavy paper patterns as guides.

Method - the approved motions for doing an operation.

Notch - a small slit cut into the edge of a garment part to indicate a checkpoint to the operator.

Pattern - a piece of hard cardboard in the shape of the garment part, which is placed on the material and then outlined with pencil or crayon leaving the outline of the part on the cloth.

Pattern marker - person who traces pieces to be cut on the top layer of material.

Pick up - picking up the pieces of a sub-assembly that will be sewn together, then placing them in the correct position for sewing.

Presser - person who under-presses during construction or who gives garment final pressing after sewing is completed.

Quota or standard - the amount of completed units that each operator must complete in a standard day's work.

Sewing operator - person who performs a particular stitching operation on the garment.

Skipped stitch - a stitch that the machine does not make -- one that is twice as long as it should be -- a skip.

S.P.I. - number of stitches per inch.

S.P.M. - number of stitches per minute -- refers to the speed of the machine.

Sub-assembly - a part of the garment that is made separately as a unit before it is joined to the main garment.

Ticket - a numbered paper marker attached to each part of a garment to make sure that the proper parts are assembled together.

Under-press - to press the underside of a garment during its construction to open seams and to shape it -- done mostly on high quality garment.

Name ______________________________

TERMS USED IN THE SEWING INDUSTRY

Matching:

______ Sewing Operator

______ Presser

______ Method

______ Cutter

______ Hand Sewer

______ Inspector

______ Assemblers

______ Bundle

______ Designer

______ Irregulars

______ Quota or Standards

______ Dispose

______ Get

______ S.P.I.

A. Inspects finished work

B. Person who prepares fabric for sewing

C. Number of stitcher per inch

D. Person who presses during construction

E. Imperfect or damaged garments

F. The approved motions for doing an operation

G. Cuts pattern pieces

H. Person who joins pieces by hand

I. Person who sews at the machine

J. Amount each operator must complete in a day's work

K. Grouping together pieces to be sewn together

L. Gets ideas for new styles

M. Motion an operator goes through to get rid of part after sewing is completed

N. Motion an operator goes through to obtain next piece to be sewn

INTRODUCTION TO FOOD SERVICE

C.V.A.E. students need to be able to perform basic cooking skills and need to obtain experience with the equipment in the foods laboratory before advancing to involved food service techniques.

Objectives

After completion of this unit the students should be able to:

Demonstrate an understanding of how to read a recipe and follow it correctly.
Employ correct measuring techniques.
Demonstrate safety and proper sanitation practices.
Demonstrate use of the fire extinguisher.
Identify small tools and major equipment used in the commercial kitchen.
Operate the commercial oven, mixer, deep fat fryer, and griddle using proper procedures for their operation and care.
Prepare quick breads utilizing equipment in the commercial kitchen.
Describe quality characteristics of various quick breads.
Demonstrate how to set a table for customers.
Relate C.V.A.E. Food Services to the World of Work.

Activities

Students will:

1. View poster (made by teacher) illustrating parts of a recipe.
2. Participate in class discussion on use of recipes and do worksheet on recipe reading.
3. Label parts of recipes (supplied by teacher).
4. Study flashcards (made by teacher) and handouts on baking and cooking terms.
5. Study flashcards (made by teacher) and handouts on abbreviations and equivalent weights and measures.
6. Do worksheet on baking terms.
7. Study handouts on measuring techniques and participate in demonstrations given by the teacher on measuring procedures.
8. Do worksheet on measuring techniques.
9. Discuss safety and sanitation practices in the commercial kitchen.
10. Study handouts on sanitation and safety.
11. Listen to local firemen discuss fires in food service establishments and practice putting out fires with his supervision.
12. Study handouts on major equipment in the commercial kitchen.
13. View exhibit of small kitchen tools.
14. Study the following phamphlets:
    Betty Crocker's Muffin Making
    Betty Crocker's Biscuits, Plain and Fancy
15. Study handouts on pancakes and deep fat fryers.

16. Do worksheets on muffins, griddles, and deep fat fryers.
17. View the following filmstrips:
    "Understanding Cooking Terms"
    "Safety in the Kitchen"
    "Work Safe, Stay Smart"
    "The Angry Flame"
    "Muffin Making"
    "Better Biscuits"
    "Coffee Please"
18. View the following slides:
    "Kitchen Tools and Utensils - Correct Use"
    "Cleaning an Electric Griddle"
19. Prepare the following food products in lab: muffins, biscuits, pancakes, and doughnuts.
20. Use the commercial gas range in muffin and biscuit labs.
21. Use the griddle in the pancake lab.
22. Use the commercial mixer and deep fat fryer in the doughnut lab.
23. Participate in demonstration given by teacher on use of the waffle iron.
24. Prepare coffee.
25. View transparencies (made by teacher) of proper table settings; draw correct table setting for notebook.
26. Take a field trip to a local pancake house or other small scale food service establishment.

Resources

Commercial Foods - Production and Management, Oklahoma
Food Services, Texas Tech
The Finishing Kitchen
Food Preparation Manual
Betty Crocker's Muffin Making
Betty Crocker's Biscuits, Plain and Fancy
Better Homes and Gardens New Cookbook
Betty Crocker's Cookbook
Materials from 1975 C.V.A.E. Workshop at University of Houston

Evaluation Techniques

Written test on C.V.A.E. level
Self evaluation of lab products using evaluation forms

RECIPE READING

CLASS DISCUSSION:

DEFINE RECIPE

WHY ARE STANDARDIZED RECIPES USED IN FOOD SERVICE?

DISCUSS BASIC PARTS OF ALL RECIPES

WHAT IS MEANT BY YIELD?

WHY ARE DIRECTIONS FOR COMBINING INGREDIENTS GIVEN?

HOW TO USE A RECIPE

16 (242)

1. Read the whole recipe before you start to prepare the food.
2. Know words and amounts before you begin. Ask questions, if necessary.
3. Get out all the food and equipment needed.
4. Weigh or measure all ingredients carefully.
5. Follow each direction in order.
6. Keep work area clean while you work.

RECIPE STUDY

1. Define recipe.
2. List five things a recipe will tell you.
3. List five things you must know to use a recipe effectively.
4. Define ingredients.
5. Why should standardized recipes be used in food service?
6. List six points on how to use a recipe.

RECIPE TERMS
4 (5-H - 6-H)

1. Bake--To cook in an oven

2. Beat--To make a mixture smooth, using an up and over motion

3. Blend--To mix two or more ingredients thoroughly

4. Brush--To spread melted fat with a pastry brush

5. Cream--To mix one or more foods until smooth and creamy; usually applies to fat and sugar

6. Cut in--To break fat into small particles by using two knives or a pastry blender

7. Docking--A process that makes holes in crust

8. Dot--To cover with small particles, as to dot with butter

9. Dough--A mixture of ingredients which is thick enough to hold its shape when dropped from a spoon as in drop cookies, or is thick enough to be kneaded or rolled

10. Batter--A mixture of ingredients that will pour

11. Flute--To make an edge with a scalloped effect, as on pie crust

12. Fold--A part doubled over another

13. Grease--To rub pan lightly with shortening or cooking oil

14. Knead--To handle with pressing, folding, and stretching motions to force the air out of a dough

15. Leaven--To make light by an agent, such as yeast or baking powder

16. Level off--To move the level edge of a spatula across the top edge of a container, scraping away the excess

17. Meringue--A mixture of stiffly beaten egg whites and sugar, which is slightly browned in the oven

18. Mix--To combine ingredients

19. Pre-heat--To heat an oven to the correct temperature before putting in food to cook

20. Press--To pack or push down on a mixture or ingredient (Example: Press crumbs into a pie pan to make a graham cracker crust.)

21. Sift--To separate into fine particles with a sieve

22. Soften--To cream butter, margarine, or shortening until it is smooth and creamy, or to let it stand at room temperature until it is soft

23. Whip--To rapidly beat cream, eggs, or gelatin dishes to incorporate air and increase volume

24. Boil--To cook in water or other liquid until bubbles rise continuously and break on the surface

25. Cool--To lower the temperature

26. Deep fat fry--To cook in deep fat

Name ______________________________

BAKING AND PASTRY TERMS

Matching

1. _____ Bake
2. _____ Beat
3. _____ Blend
4. _____ Whip
5. _____ Pre-heat
6. _____ Brush
7. _____ Meringue
8. _____ Flute
9. _____ Cut in
10. _____ Dot
11. _____ Grease
12. _____ Leaven
13. _____ Cream
14. _____ Sift
15. _____ Dough
16. _____ Press
17. _____ Fold
18. _____ Grease
19. _____ Knead
20. _____ Level Off
21. _____ Mix

A. To cover with small particles, as to dot with butter

B. To make an edge with a scalloped effect, as on pie crust

C. To mix one or more foods until smooth and creamy; usually applies to fat and sugar

D. To cook in an oven

E. To rapidly beat cream, eggs, or gelatin dishes to incorporate air and increase volume

F. To make light by an agent, such as yeast or baking powder

G. To make a mixture smooth, using an up and over motion

H. A mixture of stiffly beaten egg whites, and sugar, which is slightly browned in the oven

I. To pack or push down on a mixture or ingredient

J. To spread melted fat with a pastry brush

K. To separate into fine particles with a sieve

L. To heat an oven to the correct temperature before putting food in to cook

M. A mixture of ingredients thick enough to hold its shape when dropped from a spoon as in drop cookies, or is thick enough to be kneaded or rolled

N. To mix two or more ingredients thoroughly

O. To break fat into small particles by using two knives or a pastry blender

P. To combine ingredients

Q. A part doubled over another

R. To rub pan lightly with shortening or cooking oil

S. To handle with pressing, folding, and stretching motions to force air out of a dough

T. To move the level edge of a spatula across the top edge of a container, scraping away the excess

ABBREVIATIONS
16 (234-236)

Abbreviations used for weights and measures:

few grains	fg.
speck	spk.
milliliter	ml.
teaspoon	t.--tsp.
tablespoon	T.--tbsp.
cup	c.
pint	pt.
quart	qt.
liter	l.
gallon	gal.
peck	pk.
bushel	bu.
gram	g.
ounce	oz.
pound	lb.--#
kilogram	kg.
square	sq.
dozen	dz.
bunch	bch.

Abbreviations used for time:

hour	hr.
minute	min.
second	sec.

Abbreviations used for oven temperatures:

degrees Fahreinheit	°F
degrees Centigrade	°C
moderate oven	mod.

Other abbreviations used in recipes:

as purchased	AP
edible portion	EP

EQUIVALENT WEIGHTS AND MEASURES

Measures:

few grains	less than 1/8 teaspoon
1 teaspoon	5 milliliters
1 1/2 teaspoons	1/2 tablespoon
3 teaspoons	1 tablespoon
1 tablespoon	15 mililiter
4 tablespoons	1/4 cup
16 tablespoons	1 cup
1 cup	236.6 milliliters
2 cups	1 pint
4 cups	1 quart
2 pints	1 quart
4 quarts	1 gallon
8 quarts	1 peck
4 pecks	1 bushel

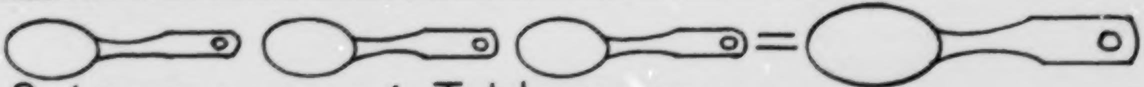
Fluid Ounces:

1 tablespoon	1/2 fluid ounce
1/4 cup	2 fluid ounces
1/2 cup	4 fluid ounces
3/4 cup	6 fluid ounces
1 cup	8 fluid ounces
1 pint	16 fluid ounces
1 quart	32 fluid ounces
1 gallon	128 fluid ounces

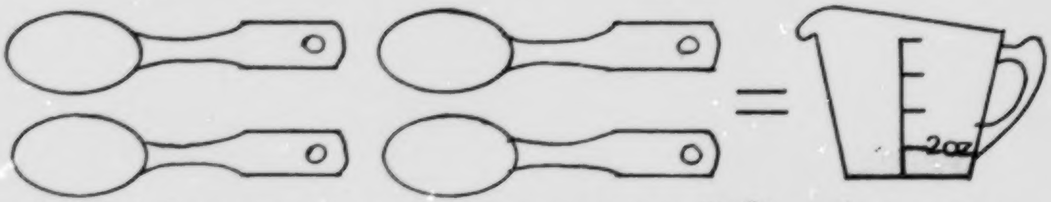
Equivalents:

1 ounce	28.35 grams
16 ounces	1 pound
1 pound butter	2 cups (4 sticks)
1/2 pound butter	1 cup (2 sticks)
1/4 pound butter	1/2 cup (1 stick)
1 pound shortening hydrogenated fats	2 1/4 cups
1 pound granulated sugar	2 1/4 cups
1 pound confectioners sugar	3 1/2 cups (sifted)
1 pound brown sugar	2 1/4 cups (firmly packed)
1 pound all purpose flour	4 cups (sifted)
1 pound cake flour	4 1/2 cups
1 pound corn meal	3 cups
1 pound nonfat dry milk	4 cups
1 ounce nonfat dry milk	4 tablespoons
1 pound nuts	4 cups
1 pound cheese	4 cups (grated)
1-15 ounce package seedless raisins	2 1/2 cups

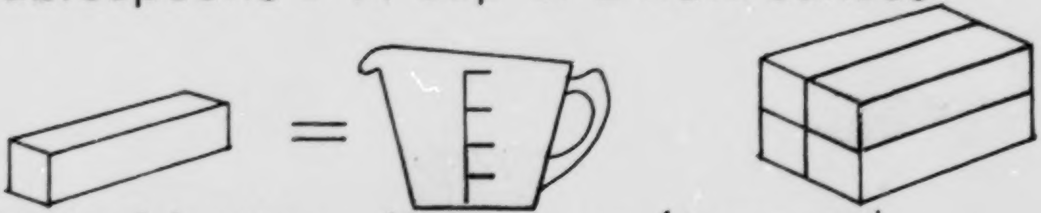
TABLE OF MEASUREMENTS



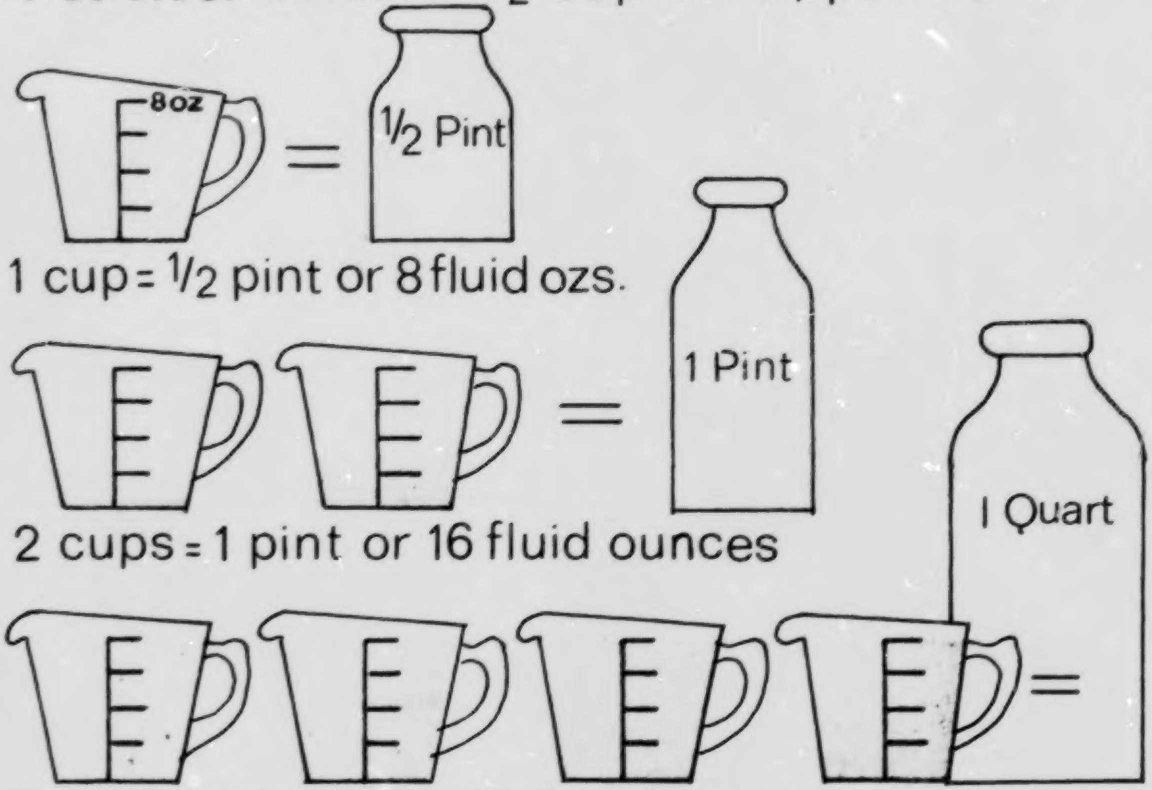
3 teaspoons = 1 Tablespoon



4 Tablespoons = 1/4 cup or 2 fluid ounces



1 stick of butter = 1/2 cup or 1/4 pound



1 cup = 1/2 pint or 8 fluid ozs.

2 cups = 1 pint or 16 fluid ounces

4 cups = 1 quart or 32 fluid ounces

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RECIPE USE AND COSTING

4 (21-H - 24-H)

MEASURING AND WEIGHING

INFORMATION SHEET

I. Equipment for measuring

  A. Measuring spoons

    1. Made of metal or plastic material

    2. Four spoons in a set

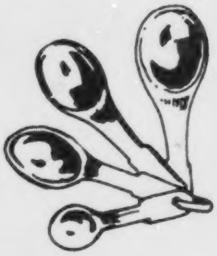
    3. A set includes

      a. 1 tablespoon

      b. 1 teaspoon

      c. 1/2 teaspoon

      d. 1/4 teaspoon



    4. These spoons are used for measuring less than 1/4 cup of any ingredient

  B. Dry measuring cup

    1. Made of metal, plastic, or glass

    2. Has no rim--the one cup line is even with the top

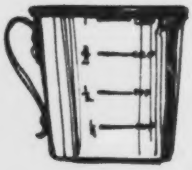
    3. Marked on one side to read

      a. 1/4 cup

      b. 1/2 cup

      c. 3/4 cup

      d. 1 cup



    4. On the other side, it is often marked to read

      a. 1/3 cup

      b. 2/3 cup

      c. 1 cup

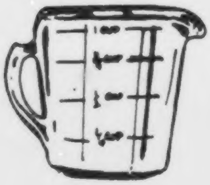
    5. Used to measure dry ingredients

    (EXAMPLE: Flour and sugar)

INFORMATION SHEET

C. Liquid measuring cup

1. Usually made of glass, sometimes of clear plastic
2. Has a rim above the one-cup line and a spout for pouring
3. Marked on one side to read
    - a. 1/4 cup
    - b. 1/2 cup
    - c. 3/4 cup
    - d. 1 cup

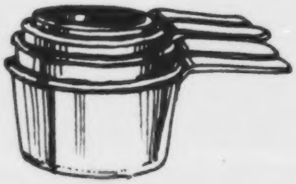


4. Marked on the other side to read
    - a. 1/3 cup
    - b. 2/3 cup
    - c. 1 cup
5. Used to measure liquids

   (EXAMPLE: Milk, water, melted shortening, or other liquids)
6. To measure accurately, check measure at eye level

D. Measuring cup set

1. Made of metal or plastic material
2. Four cups in the set
    - a. 1/4 cup
    - b. 1/3 cup
    - c. 1/2 cup
    - d. 1 cup

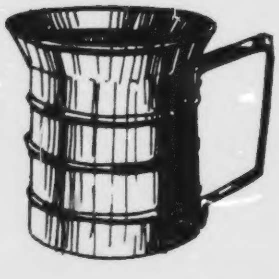


3. There are no rims on the cups; the top of the cup is the measure of that cup

E. Other size measures

1. Made of metal

INFORMATION SHEET

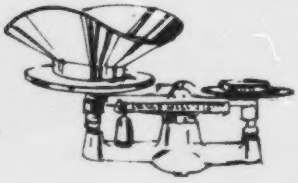


2. Available in
    - a. Gallons
    - b. 1/2 gallons
    - c. Quarts
    - d. Pints
3. Has a slight lip for easy pouring
4. Used to measure liquids and some dry ingredients

II. Equipment for weighing

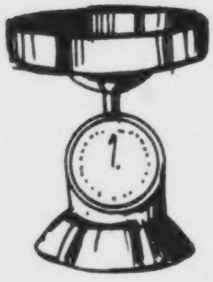
A. Baker's scale (counter-weight)

1. Twin platform scale



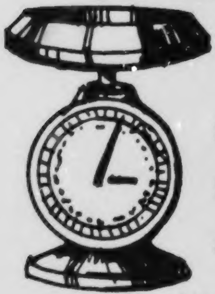
- a. On the platform to the left is placed a metal scoop, in which food to be weighed is placed
- b. On the platform to the right is placed a special weight called a balance or counter weight equal to the weight of the scoop
- c. A bar runs horizontal across the front of the scale with markings from 1/4 ounce to 1 pound on it
- d. A weight is attached to the bar and is placed on the number of ounces you wish to weigh
- e. If more than one pound is to be weighed, additional weights of 1, 2, 3, and 4 pounds are provided to be added to the right platform

2. One platform scale



- a. Has a single square, seamless metal platform on which is placed a metal bowl
- b. There is a dial at the front of the scale that is marked off in ounces and pounds
- c. The range is usually from 1 ounce to 25 pounds
- d. This scale is not as accurate in measuring fractions of ounces as the twin platform scale

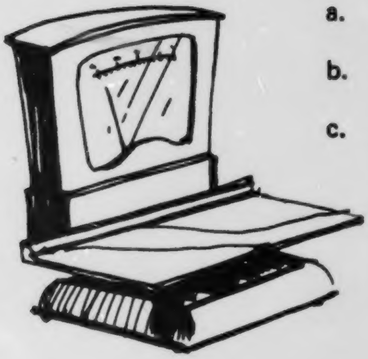
B. Portion control scale



1. Constructed similar to the one platform baker's scale except there is no metal bowl on the platform
2. The face of the dial is divided into one-quarter ounces
3. Will range from one-quarter ounce to 32 ounces
4. Usually used for measuring food servings

C. Heavy duty scale

1. Has a platform large enough to hold large baking pans
2. Has an easy-to-read dial to the back and above the platform
3. Used for



   a. Weighing ingredients in large quantities
   b. Checking weights of foods and supplies received
   c. Scaling (weighing) foods into containers for cooking and serving

   (NOTE: Uniform weights of food placed in standardized pans help in portioning because a given number of portions of specified size per pan may be obtained.)

RECIPE USE AND COSTING

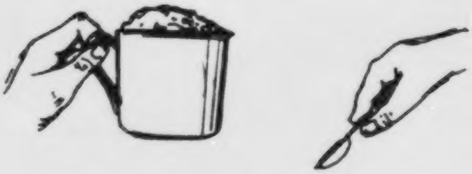
MEASURING AND WEIGHING

JOB SHEET #1--MEASURE 1 2/3 CUPS FLOUR

I. Purpose--To learn to measure flour accurately

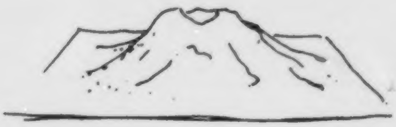
II. Equipment

- A. Flour sifter
- B. One set measuring cups for dry ingredients
- C. Spatula
- D. Large spoon or scoop



III. Supplies

- A. Flour
- B. Waxed paper



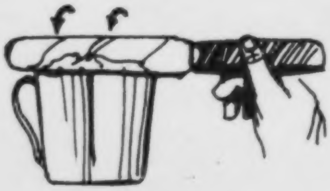
IV. Procedure

- A. Sift two cups of flour onto waxed paper
- B. Using the one cup measure, lightly spoon the sifted flour into the cup until it heaps up over the top
- C. Use a spatula blade to make several cuts through the top of the flour to get rid of air pockets
- D. Draw the blade edge across the top of the cup, making sure that the flour is level with the top of the cup

  (CAUTION: Do not tap the side of the cup or tap the cup on the table to level the flour in the cup. This causes the flour to settle, and you will have an inaccurate measure.)

- E. Repeat steps B through D twice, using the 1/3 cup size dry measuring cup

  (NOTE: Use the above procedure for measuring confectioner's powdered sugar.)



RECIPE USE AND COSTING

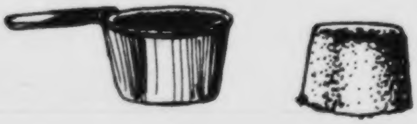
MEASURING AND WEIGHING

JOB SHEET #2--MEASURE ONE CUP BROWN SUGAR

I. Purpose--To learn to measure brown sugar accurately

II. Equipment

- A. One-cup size dry measuring cup
- B. Spatula
- C. Spoon



III. Supplies

- A. Brown sugar
- B. Waxed paper

IV. Procedure

- A. If brown sugar is lumpy, roll out the lumps on waxed paper with a rolling pin
- B. Use spoon to pack sugar in the one-cup measure

  (NOTE: Brown sugar is packed into measuring cup unless recipe says not to pack.)
- C. Level off with spatula
- D. Turn brown sugar out on waxed paper
- E. If correctly measured, brown sugar will keep the shape of the cup when turned out

  (CAUTION: Care must be taken not to overpack brown sugar into the measuring cup. This will result in too much brown sugar for your recipe.)

RECIPE USE AND COSTING

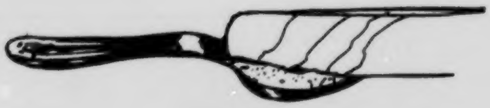
MEASURING AND WEIGHING

JOB SHEET #3--MEASURE SMALL AMOUNTS OF INGREDIENTS

I. Purpose--To learn to measure small amounts of various ingredients accurately

II. Equipment

- A. Set of measuring spoons
- B. Spatula



III. Supplies

- A. Baking powder (any other dry ingredient may be used)
- B. Waxed paper
- C. Liquid ingredient (water may be used)

IV. Procedure

- A. Baking powder
  1. Put the correct measuring spoon into baking powder can and stir well

     (CAUTION: Be sure spoon is dry.)
  2. Heap measuring spoon with baking powder
  3. Hold spoon over container or waxed paper and level off with spatula
  4. Measure 1/8 teaspoon of baking powder
     - a. Measure one-quarter teaspoon
     - b. Use the spatula on the straight edge to cut through the center of the ingredient
     - c. With a turn of the wrist, remove half of the ingredient with the blade of the spatula

       (NOTE: Sets of measuring spoons are available with one-half tablespoon and one-eighth teaspoon measures.)
- B. Liquid
  1. Select correct measuring spoon
  2. Fill until spoon is full

     (NOTE: You may need to level off thick liquids such as corn syrup.)

RECIPE USE AND COSTING

MEASURING AND WEIGHING

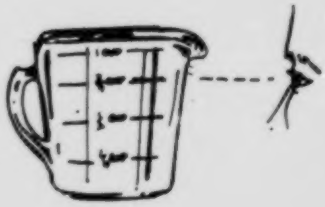
JOB SHEET #4--MEASURE THREE-FOURTHS CUP LIQUID

I. Purpose--To learn to measure liquids accurately

II. Equipment

   A. Glass measuring cup

   B. Container for water



III. Supplies--water

IV. Procedure

   A. Place glass measuring cup at eye level

   B. Fill cup to the three-fourths line

   C. Check measurement

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MEASURING TECHNIQUES

1. What is used to measure solid ingredients such as flour, sugar, shortening, etc.?

2. What is used to measure liquid ingredients such as water, milk, fruit juices, etc.?

3. What is used to measure small amounts of ingredients (less than ¼ cup)?

4. List the proper steps to follow in measuring flour:

5. When measuring dry ingredients, if you do not have a metal spatula, what can you use to level off?

6. When measuring brown sugar, what is done differently than when measuring granulated (regular) sugar?

7. When measuring powdered sugar, what is done differently than when measuring granulated sugar?

8. If a recipe calls for 3/4 cup of oats, which measuring cups will you use?

9. If a recipe calls for 2/3 cup of sugar, which measuring cups will you use?

10. If a recipe calls for 3/4 teaspoons salt, which measuring spoons will you use?

11. If a recipe calls for a pinch of pepper, how will you measure it?

12. If a recipe calls for 1 cup of water, what is the proper way to measure it?

NOTES ON FILMSTRIP: "SAFETY IN THE KITCHEN"

1. have first aid kit on hand
2. store items near use
3. wipe up spills immediately
4. store knives in safe place - separate from other utensils
5. don't put knives in dishwater - wash one at a time
6. sharp knives are safest - keep knives sharp
7. don't use knives to open a can
8. keep cabinet doors shut when not in use
9. use dry hands to unplug appliances
10. use damp cloth to pick up broken glass
11. never leave inflamable materials near a flame
12. use dry pot holders - wet pot holders will ignite
13. keep pot handles turned inward
14. have fire extinguisher near by

SAFETY INFORMATION

39

FOOD SERVICE EMPLOYEES ARE CONSTANTLY WORKING AROUND HAZARDS, SUCH AS FIRES, ELECTRICAL SHOCK, BURNS FROM STEAM, HOT FAT, LIQUIDS, COOKING SURFACES, CUTS FROM GLASS, KNIVES, CUT CANS, POWER-OPERATED EQUIPMENT, EXPLOSIONS, FALLS, LIFTING IMPROPERLY ETC. ALL OF THESE ARE RELATED AND CAN OCCUR:

1. In the physical plant.
2. Working with equipment.
3. In food production.

THE FIRE HAZARD IS INVOLVED IN ANY OF THE ABOVE AREAS, SO IT IS IMPORTANT TO:

1. Know or have available, the fire department telephone number.
2. Be familiar with building exits.
3. Know location and the types of fire extinguishers available.
    - A. FOUR TYPES OF FIRE EXTINGUISHERS
        1. Carbon dioxide.
        2. Dry chemical. Some dry chemical extinguishers may be used on all types of fires. This type must be approved by the National Board of Fire Underwriters or other approval agencies for use.
        3. Foam: soda-acid type.
        4. Pressurized water type.
4. Know the identity of the classes of fires:
    - A. Class A Fires: paper, wood, cloth, rubbish, etc. where quenching cooling effect is required
    - B. Class B Fires: liquids (gas, oil, paints, etc. cooking oils and fats) where smothering action is required.
    - C. Class C Fires: fires in live electrical equipment, motors, switches; non-conductor required, such as carbon dioxide and dry chemical extinguishers.

INFORMATION SHEET
Practices in Food Handling
39

1. Hands should be washed before food is handled.
   Never lick fingers or thumbs when preparing and serving foods.
   Avoid putting fingers on face or nose.

2. Always wear a hairnet or cap when working in the food service area to keep the hair covered and away from food.
   Avoid putting fingers in hair because they become contaminated by organisms which collect in the hair.

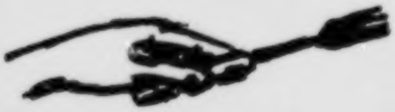
3. Do not chew gum near the food preparation and service area.

4. Do not touch the "business end" of forks, knives, and spoons used in preparing foods, serving trays, or setting tables for dining room service.

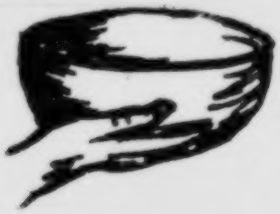
5. Handle bowls, glassware, and cups properly. (a) Do not touch rims of glasses and cups, (b) Do not put fingers inside mixing bowls and saucers.

6. Use tongs for
   1. Placing ice in glasses
   2. Serving pastry, rolls and doughnuts

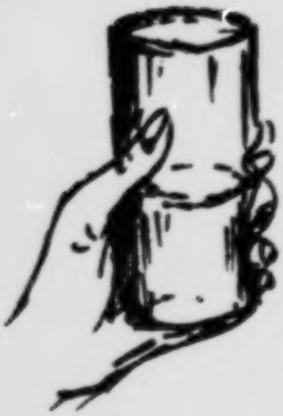
Sanitary methods of handling food and utensils are demonstrated in the illustrations below.



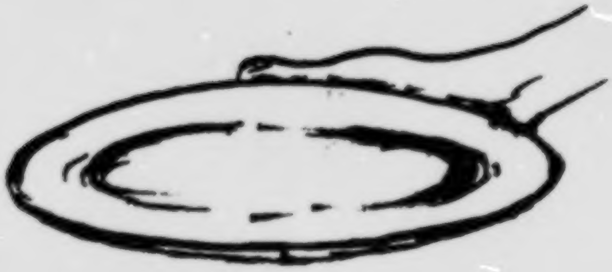
CARRY SILVERWARE BY HANDLE



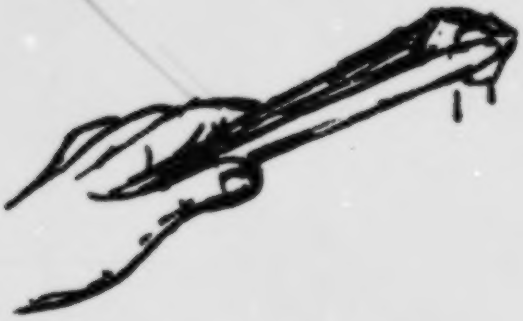
HOLD BOWL ON THE BOTTOM



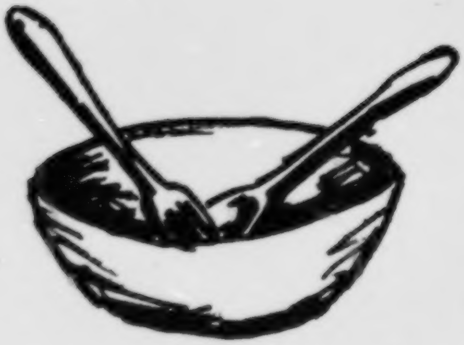
HOLD GLASS AT THE BASE



CARRY PLATE BY THE RIM



USE TONGS FOR ICE CUBES



USE LARGE SPOON AND FORK FOR
MIXING SALADS

WORKSHEET
39

1. Why is it important that hair nets or caps be worn by food service employees?

2. What should be used to handle ice cubes, pastries, and doughnuts?

3. Plates should be handled by the __________.

4. Where should glasses be held?

5. What is the sanitary method of handling silverware?

6. Bowls should be handled by the ___________.

7. A large ________ and ________ should be used to mix salads.

8. _____________ should never be chewed near the food preparation and service area.

9. Why should you avoid putting fingers in hair?

10. Never lick ________ or ________ when preparing and serving foods.

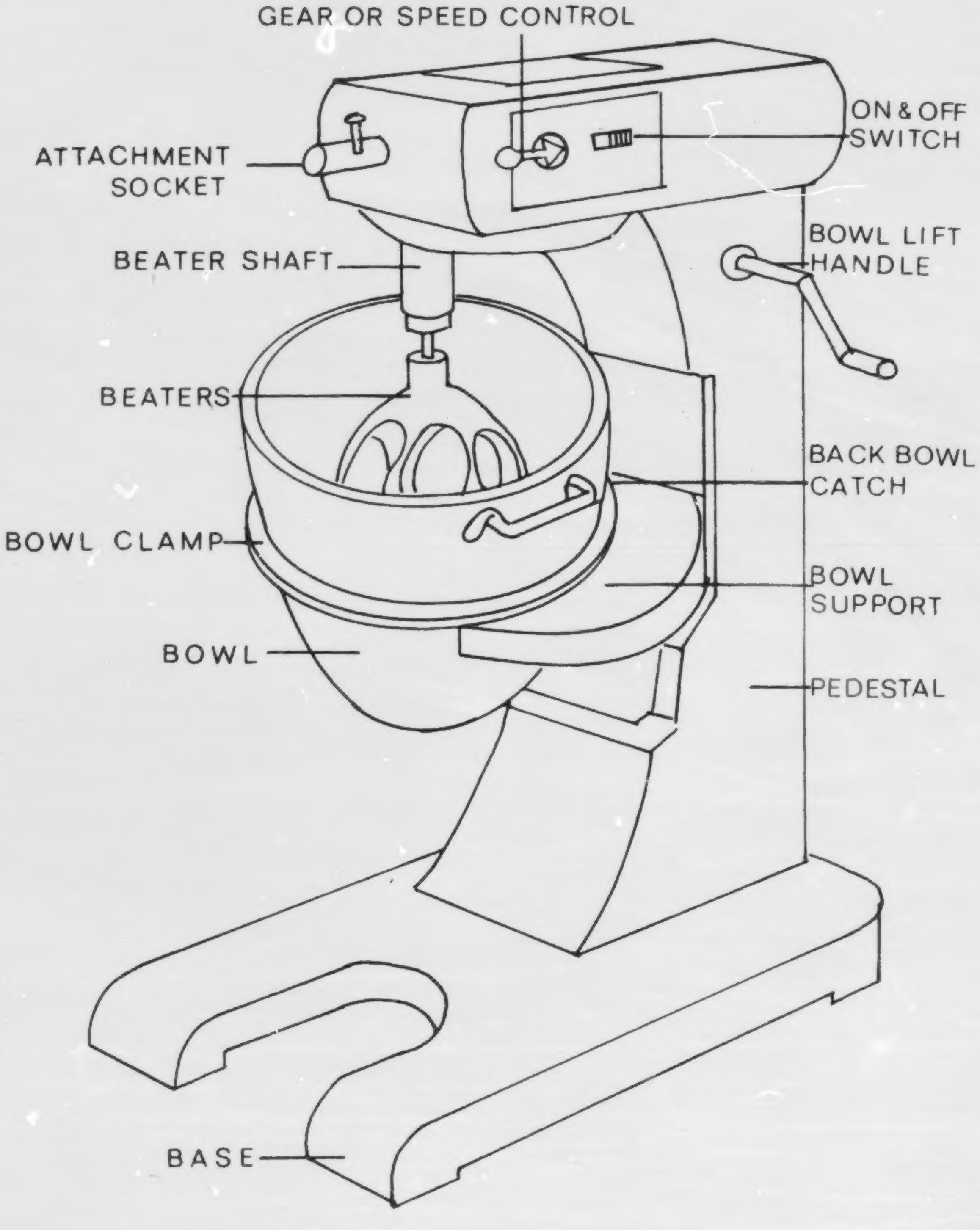
CHECK LIST TO IMPROVE YOUR WORKING HABITS

39

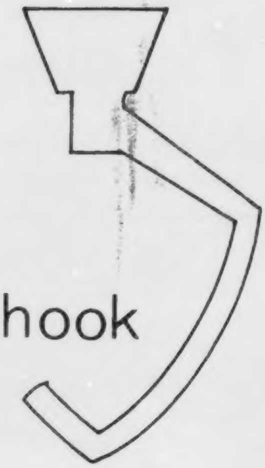
	ALWAYS	SOMETIMES	SELDOM
1. Wash hands thoroughly before preparing or serving foods.			
2. Chew gum in the preparation and serving areas.			
3. Take care of cuts and infections properly.			
4. Wear a hair net or cover cap when working with food.			
5. Handle silverware properly			
6. Handle bowls, glassware, cups, and plates properly.			
7. Use tongs for placing ice cubes in glasses or pitchers. For serving pastry, rolls, or doughnuts.			
8. Avoid touching hair, face, or nose while preparing and serving food.			

MIXER PARTS

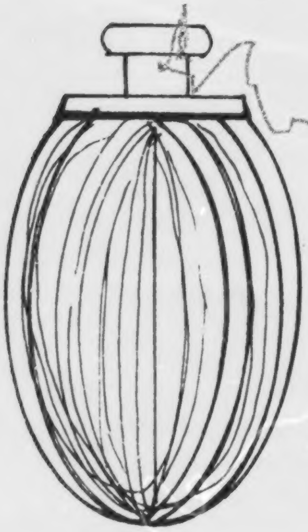
16 (57,59,71,72,77,78,88,90,92,97,109,134)


GEAR OR SPEED CONTROL
ATTACHMENT SOCKET
ON & OFF SWITCH
BEATER SHAFT
BOWL LIFT HANDLE
BEATERS
BACK BOWL CATCH
BOWL CLAMP
BOWL SUPPORT
BOWL
PEDESTAL
BASE

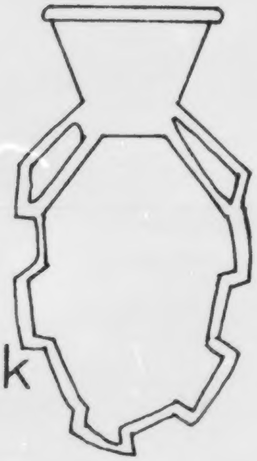
MIXER ATTACHMENTS



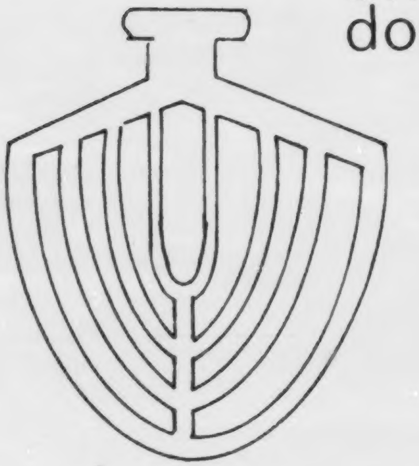
dough hook



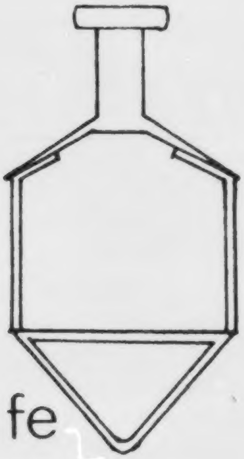
whip



sweet dough hook

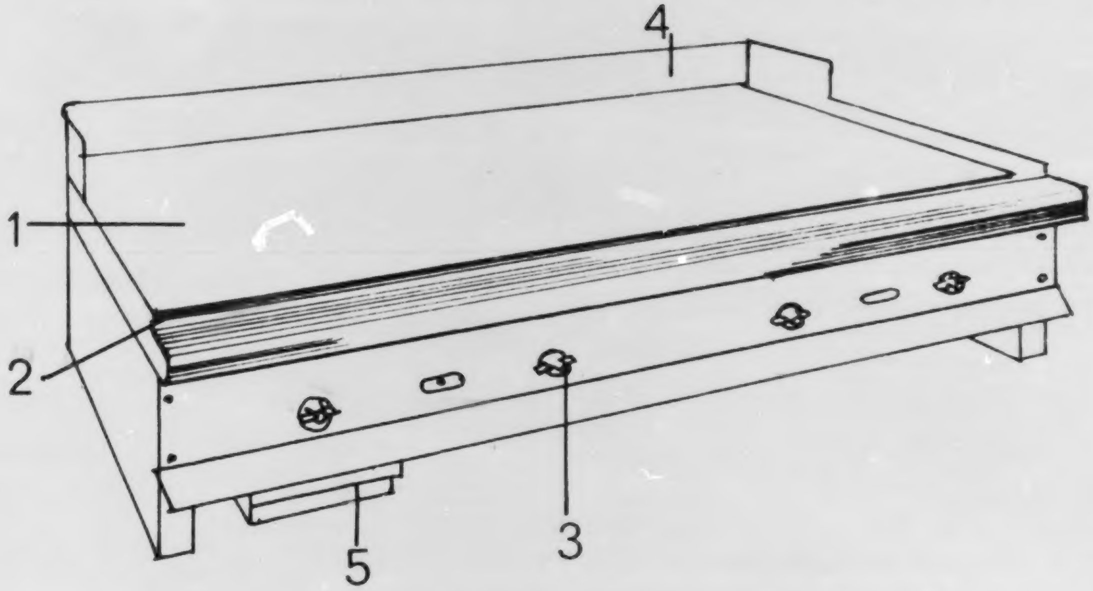


beater



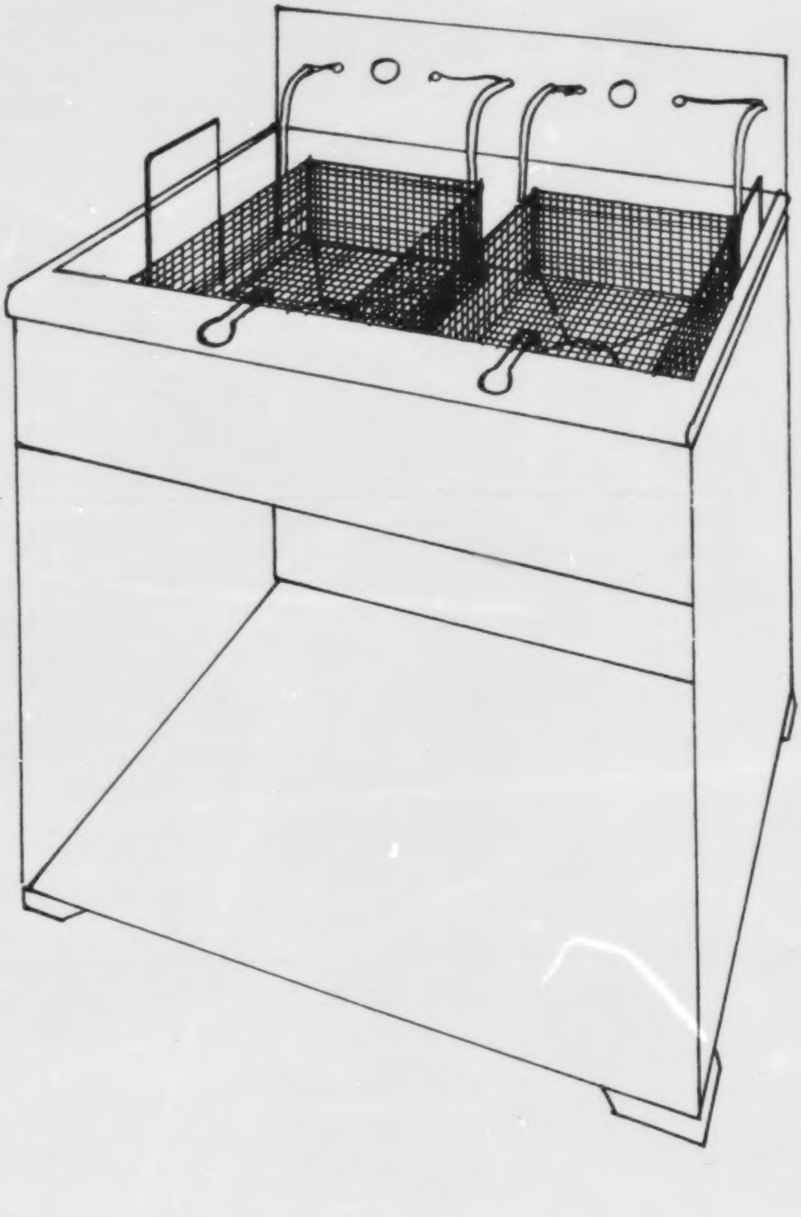
pastry knife

GRIDDLE

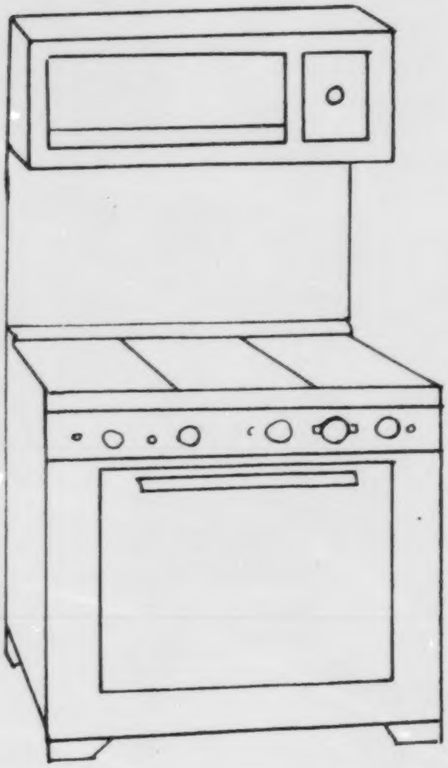


1. Griddle Surface
2. Grease Troughs
3. Temperature Control
4. Splash Guard
5. Draining Tray or Drawer

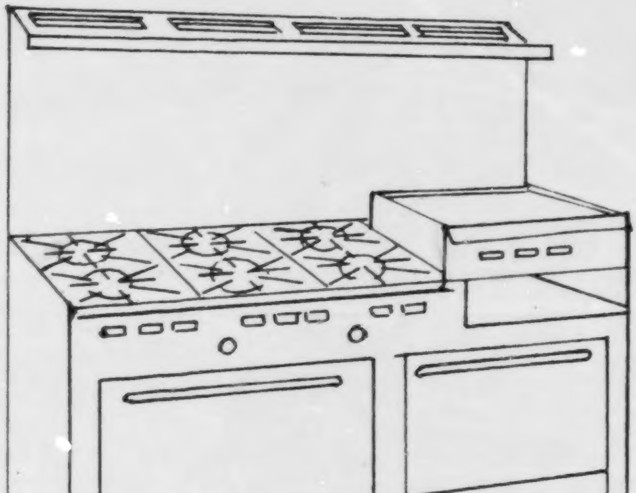
DEEP FAT FRYER



RANGE TOP

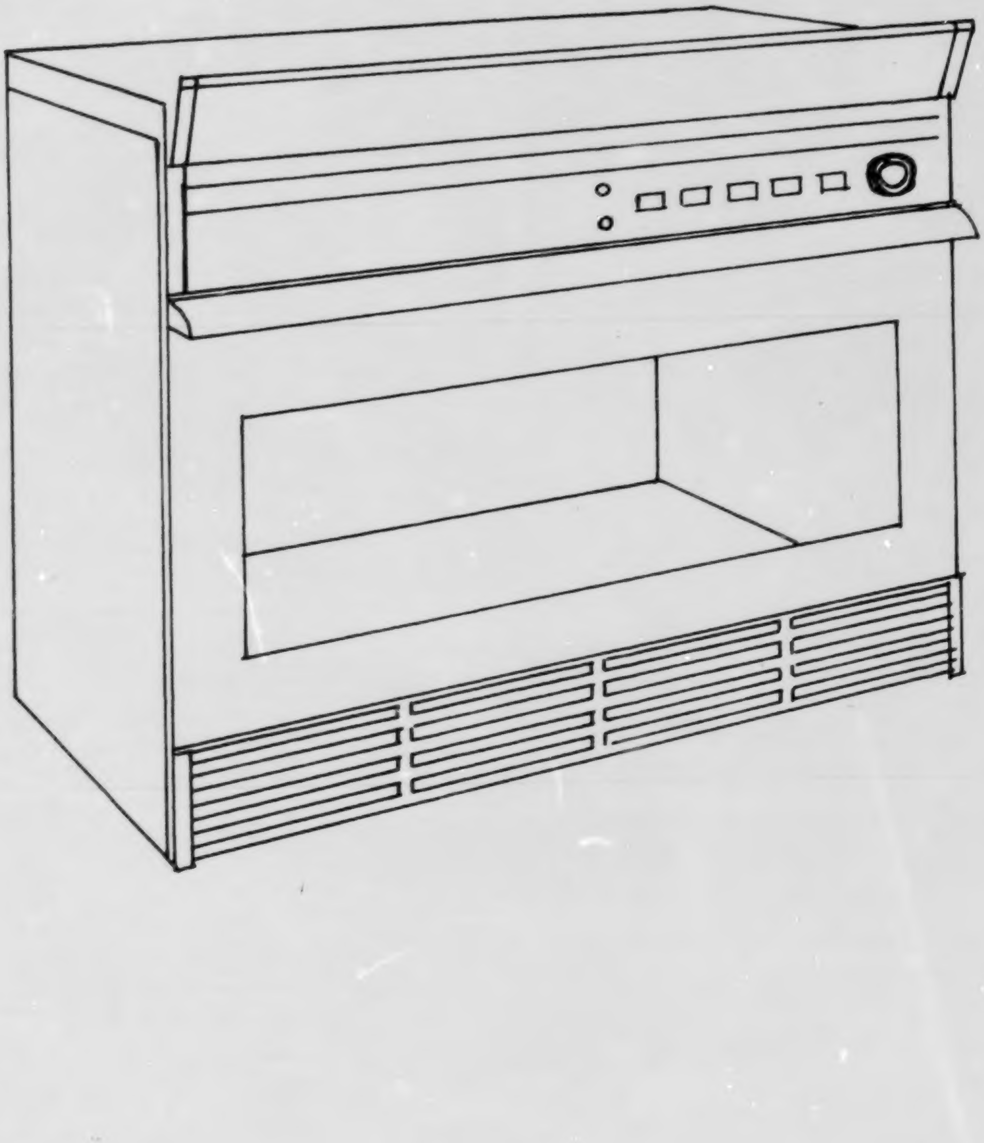


Hot Top

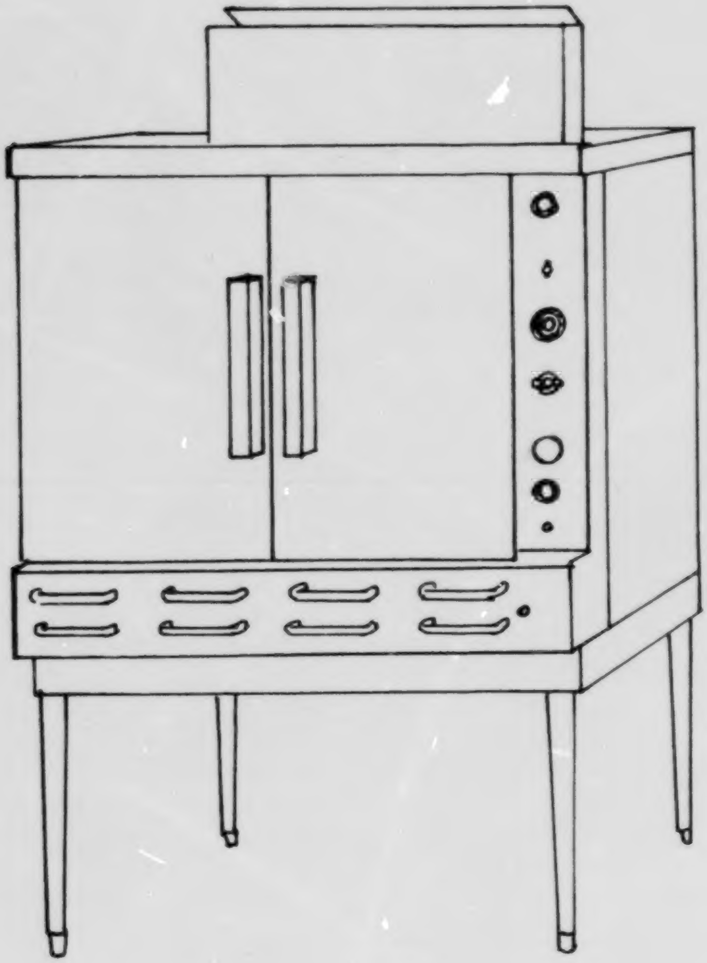


Open Top and Fry Top

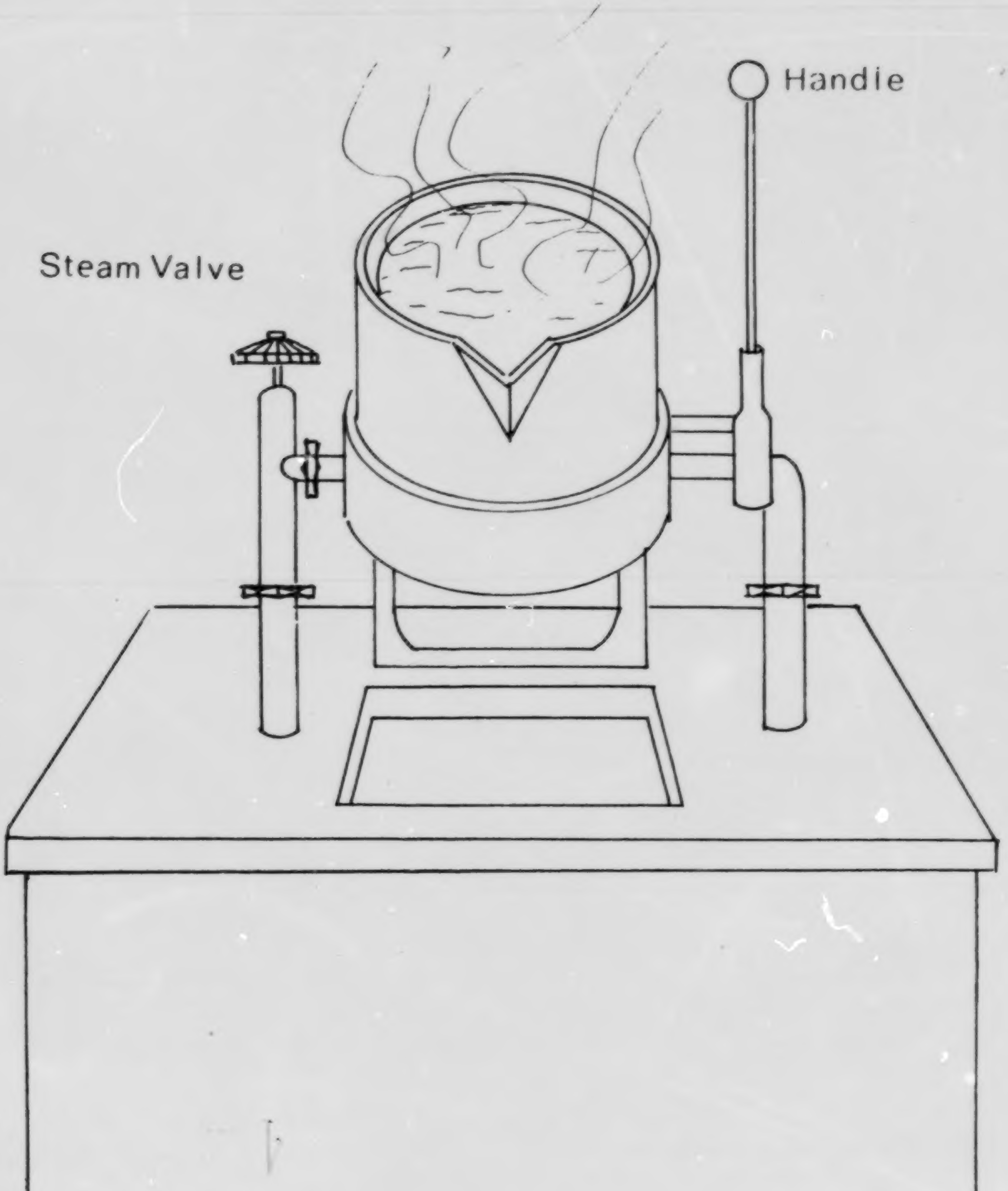
MICROWAVE OVEN



CONVECTION OVEN

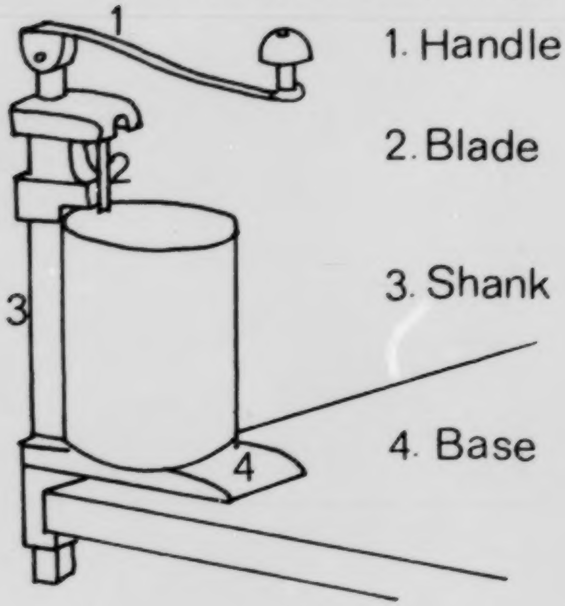


STEAM JACKETED KETTLE


Handle
Steam Valve

IDENTIFICATION OF PARTS

Bench-Type Manual Can Opener[1]



How to Operate a Bench-Type Manual Can Opener.

What to do:	How to do it:
1. Lift handle and puncture can.	1. Lift handle to vertical position until cutting blade is about 1 inch above can. Place can on base. Wipe off top of can with damp cloth. With quick downward pressure, force blade into top near can edge.
2. Open can.	2. Lower handle to horizontal position. Turn handle clockwise until blade cuts out lid. Remove lid before it drops into can.
3. Remove can.	3. Raise handle to vertical position. Lift shank clear of can. Remove can. Lower handle to horizontal position. Lower shank into base.
	NOTE: Blade should be wiped off with damp cloth after each operation between different food products.

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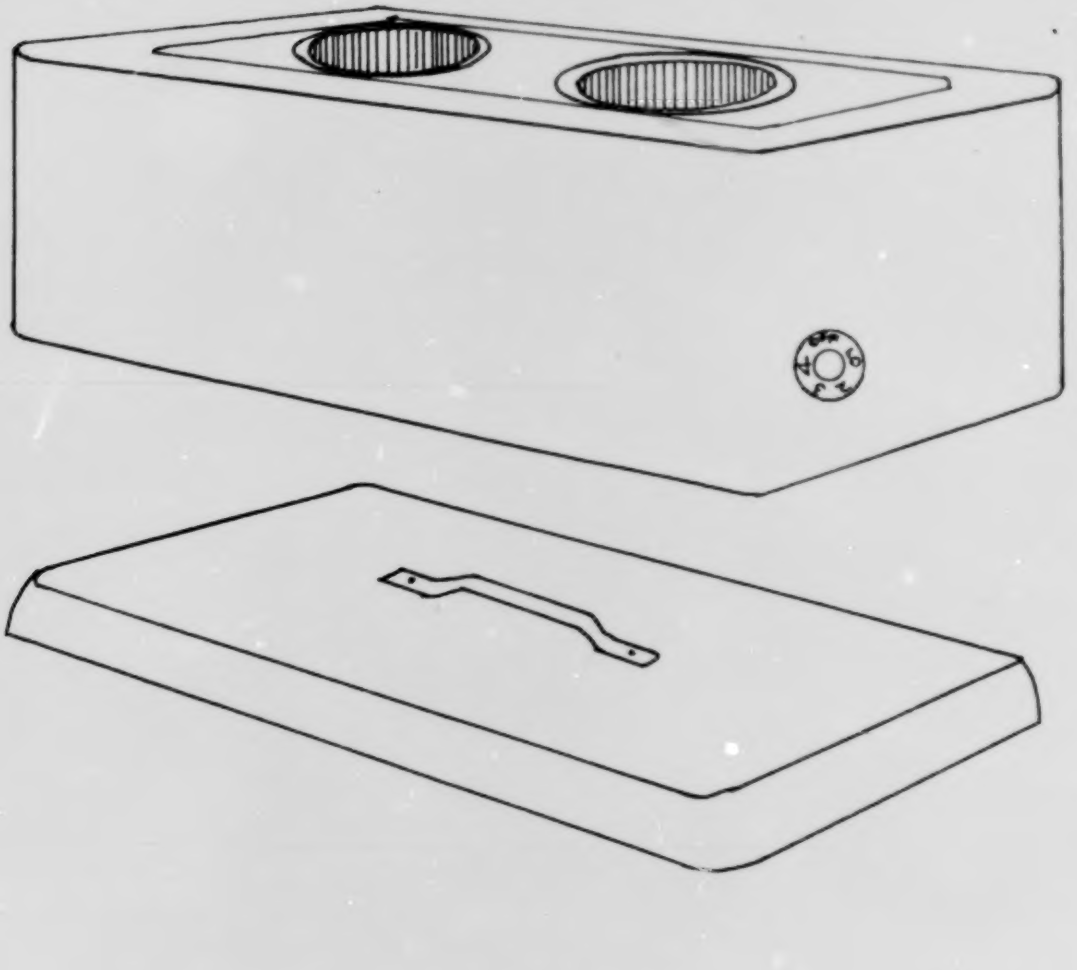
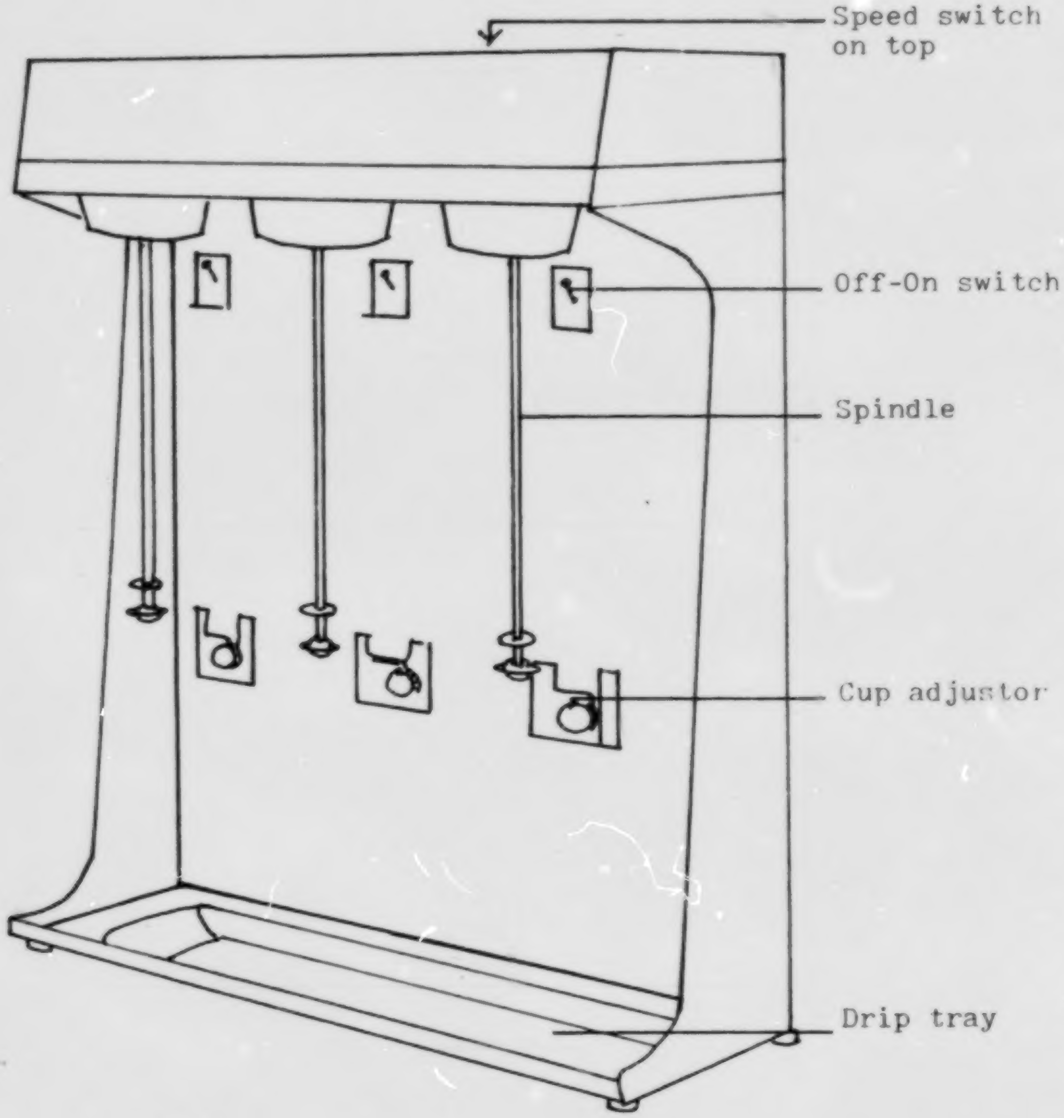
[1] U. S. Department of Agriculture, Training Course Outline on Use and Care of Equipment. Washington, D.C.: U.S. Government Printing Office. 1960, pp. 126.

TWIN-WELL COUNTER FOOD WARMER



MALT MIXER (SHAKE MIXER)


Speed switch on top
Off-On switch
Spindle
Cup adjustor
Drip tray

Reproduced from Food Services, Texas Tech, with permission.

MUFFIN MAKING

1. Why are muffins considered quick breads?

2. Name other quick breads.

3. Give the purpose of the following ingredients in muffins:

   A. Flour-

   B. Baking powder-

   C. Milk-

   D. Eggs-

   E. Sugar-

   F. Shortening-

   G. Salt-

4. What happens if you overstir the muffin batter?

5. What is the appearance of a good muffin?

6. True or False

   A. _____ Grease sides and bottoms of muffin tins.

   B. _____ Shiny pans are best for muffin making.

   C. _____ Fill empty greased muffin tins with water.

   D. _____ Muffins should be served hot.

   E. _____ A tender muffin will break without crumbling.

7. What's the purpose of a leavening agent?

NOTES ON FILMSTRIP: "BETTER BISCUITS"

Final Product -

Appearance:
tender, golden brown top, lighter sides, uniform shape and size
top: level, fairly smooth

Tenderness:
inside is creamy white, perfectly free from yellow spots; light, fluffy and moist with a crisp and tender crust

Texture:
inside is flaky; has characteristic of peeling off into long thin sheets when a bit of it is grasped and pulled upward by the finger tips

Flavor:
pleasant

Baking:
Place on a sheet or in a pan
Those baked close together in a pan with sides touching will have soft sides
Those placed on a baking sheet with a space between them will have crusty sides

When Mixing:
Cut shortening in flour, salt, and baking powder with a pastry blender
Make a well and add liquid
Mix with a fork

PANCAKE TIPS

Pancakes were among one of the earliest forms of baking. Today they are popular menu items in food service establishments all over the country.

1. Use cold water or cold milk in batter preparation.

2. Make pancakes thick or thin as desired; make thinner by adding a little more liquid, make thicker by adding less liquid.

3. Always prepare pancakes on a pre-heated griddle (Temperature setting 375 - 400 degrees, depending on griddle)

4. Drop the batter by the spoonfuls on the griddle - a pitcher might be conveniently used.

5. Standardize pancake varieties with respect to diameter of pancakes.

6. Turn pancakes with a spatula when bubbles appear on the surface, but before they break. (Turning before the bubbles break is important for light cakes.) The under surface should be well browned. Once turned, continue baking until the other side is browned.

7. Pancakes should be light, tender, and uniformly golden brown.

8. Keep serving plates warm.

9. Notify the waitress immediately when the pancake order is ready.

10. If the pancakes cannot be served at once, keep them in a warm place in stacks of not more than four. (otherwise, steam from the pancakes will cause them to become soggy)

11. Syrup dispensers should be examined regularly to insure that they are clean and neat.

GRIDDLES

1. Name as many foods as you can think of that are often cooked on a griddle in food service establishments:

2. Temperature and cooking times for griddle items

   A. are not very important
   B. should be carefully followed

3. Griddles should be cleaned

   A. daily
   B. monthly

4. Explain how to clean the griddle.

5. Why should griddles be seasoned?

DEEP FAT FRYERS

25 (25-29)

Fryers need to be located where there is plenty of space for loading and unloading. They should be arranged with ample work space around them. End-of-the-line location is best.

Fats for deep frying must possess different physical qualities than those used for bakery or general purposes. Hard fats pack with difficulty into deep fat fryers and have high melting points. Semi-solid or liquid products are easier to handle since they can be poured directly into the kettle.

When fat is heated to too high of a temperature, it will give off a thin, bluish-white smoke. Smoking indicates that the fat is breaking down. Along with the smoke there may also be a sharp odor and an irritating effect on the eyes.

The operator of a fryer should taste the fat once a day. This is one of the simplest tests to determine the condition of the fat.

In addition to high temperatures, moisture and food particles cause fat decomposition (break down). Therefore, when frying wet foods (such as french fried potatoes) drain them as much as possible before placing them in the fryer. Also strain fat daily to remove food particles left in it. Straining or filtering can double the life of the fat. Use several thicknesses of cheese cloth or special filter papers. Straining is done at a temperature around 200° F.

Never salt foods directly over the fat. This also causes fat decomposition.

"Fat turnover" is the amount of fat used each day. The loss of fat in the fryer is due to absorption. All foods retain ten to forty percent of the fat in which they are fried.

More tips for better frying:

1. Do not fry foods at temperatures above those recommended.
2. During short intervals between frying turn the heat down to prevent unnecessary breakdown of fat.
3. Do not overload baskets - fill to one-half and never more than two-thirds capacity. Pieces should not touch.
4. Select pieces of food that are of the same size so that they will cook and brown uniformly.
5. Fry at the correct temperature. Foods that are fried at too low of a temperature will be light in color, greasy, and soggy. Foods that are fried at too high of a temperature will be too brown on the outside and underdone on the inside.

6. Many variables will affect the frying times such as the initial temperature of the food, the size of the food pieces, and the amount of food.
7. Discard fat as soon as it tends to bubble excessively before food is added or when gummy film collects on frying baskets or heating elements.
8. Drain fried products on absorbent paper before serving.
9. Keep equipment clean.

Suggested Temperature Settings

French Fries	350° F
Seafoods	350° F
Chicken	350° F
Onion Rings	350° F
Doughnuts	375° F
Tostadoes	375° F

(These temperatures are given as a guideline. Experiment to see what is most satisfactory, then standardize).

DEEP FAT FRYERS

1. List as many foods as you can think of that are deep fat fried in commercial food service establishments.

2. When fat smokes, it is a sign that it is breaking down. List other signs that also indicate this is happening.

3. High temperatures cause fat decompositon. List three other factors which will cause fats to break down.

4. Explain what fat turnover is.

5. Fat loss is mainly due to __________________.

6. A fryer that has become coated with grease needs ______________.

7. Underline the correct answer.

   A. When deep fat fryers are not being used, the heat should be (left on) (turned off).

   B. Foods in the fry kettle (should) (should not) be salted while they are frying.

   C. (High) (Low) cooking temperatures cause fats to break down.

   D. When the temperature is too (low) (high) fried foods would be light in color, greasy, and soggy.

E. Fried foods that are too brown on the outside and underdone on the inside are the result of (too high) (too low) a temperature.

F. Fat from a deep fat fryer should be strained or filtered (every day) (once a week).

8. True or False

_____ It is important not to overload fry baskets - foods should not touch.

_____ Large and small pieces can be fried together successfully.

_____ Drain fried foods on absorbent paper before serving.

_____ Sediment in fat causes fat breakdown.

FOOD SERVICE LAB DUTIES - THREE MEMBERS

COOK

Turns on oven, grill, or deep fat fryer
Assembles and measures ingredients
Has main responsibility for preparation of food product
Puts food in oven, deep fat fryer, or on grill; watches clock for time.
Cuts off source of heat when food is cooked
Cleans oven, grill, or deep fat fryer
Checks to see that storeroom is orderly
Sweeps floor at end of lab
Empties garbage at end of lab
Takes care of laundry

ASSISTANT COOK

Assists cook in assembling and measuring ingredients
Assists cook in food preparation
Cleans baker's table, front counter and/or eating table/s
Dries and puts away dishes in proper place
Mops floor at end of lab

BUSGIRL/DISHWASHER

Assembles equipment
Washes dishes as they are used
Assists where needed in preparation of food product
Prepares beverage to be served
Sets table or prepares counter for service
Washes dishes at end of lab
Cleans refrigerator
Cleans and wipes sink dry

FOOD SERVICE LAB DUTIES - FOUR MEMBERS

COOK

Turns on oven, grill, or deep fat fryer
Assembles and measures ingredients
Has main responsibility for preparation of food product
Puts food in oven, deep fat fryer, or on grill and watches clock for time
Cuts off source of heat when food is cooked
Cleans oven, grill, or deep fat fryer
Checks to see that storeroom is orderly
Sweeps floor at end of lab
Empties garbage at end of lab

ASSISTANT COOK

Assists cook in assembling and measuring ingredients
Assists cook in food preparation
Cleans baker's table, front counters and/or eating table/s
Mops floor at end of lab
Helps busgirl dry dishes

DISHWASHER

Assembles utensils
Washes dishes as they are used
Helps where needed in preparation of food product
Washes dishes at end of lab
Cleans and wipes sink dry
Cleans refrigerator

BUSGIRL

Helps dishwasher assemble equipment
Assists where needed in preparation of food product
Prepares beverages
Sets table or prepares counter for service
Dries and puts dishes away in proper place
Takes care of laundry

Name ______________________________

LAB PLAN SHEET

1. Food to be prepared ____

2. Lab group ______________________________

3. Members of my lab group and their job:

   ____

   ____

   ____

   ____

4. My job ______________________________

5. My duties ____

   ____

   ____

   ____

   ____

   ____

   ____

6. Utensils and equipment needed:

7. Attach a copy of the recipe - check it for ingredients needed and study it thoroughly.

Name ______________________ Date ________________________

LAB EVALUATION

		4 Good	3 Average	2 Poor
I.	Personal Sanitation			
	Hair net worn			
	Apron worn			
	Hands washed			
II.	Work Habits			
	Cooperated with group members			
	Followed Plan Sheet			
	Kept work area neat and clean			
	Exhibited good attitude and behavior during lab			
	Worked quietly			
	Stayed in kitchen			
III.	Lab Procedures			
	Assembled all equipment before beginning to cook			
	Assembled ingredients before beginning to cook			
	Followed standard measuring procedures			
	Followed recipe correctly			
IV.	Final Product			
	Appearance			
	Tenderness			
	Texture			
	Flavor			
V.	Clean up			
	Sink and counters cleaned			
	Floor swept and mopped			
	Dishes and equipment cleaned, dryed, and stored in proper place			
	Trash emptied/laundry taken care of			
	Oven, grill, or deep fat fryer cleaned			
	Baker's table cleaned			
	Refrigerator cleaned			
	Storeroom straightened			

TOTAL POINTS ______ GRADE ______

Name ______________________________ Date ________________

Test

TRUE OR FALSE

1. _____ All a food service employee needs to make a good food product is a list of the ingredients and the amounts; the directions for mixing and cooking are not important.

2. _____ Standarized recipes should be used in food service so that the food will look and taste the same each time it is served.

3. _____ All food service employees should know how to operate the fire extinguisher.

4. _____ It is safe to daydream occasionaly when working with the equipment in the commercial kitchen.

5. _____ There is no room for carelessness in food service.

6. _____ All spills in C.V.A.E. Food Service should be wiped up at the end of the lab assignment.

7. _____ Use dry pot holders when taking baked products out of the oven.

8. _____ When washing dishes - wash knives with other cooking utensils.

9. _____ Make sure your hands are dry before plugging and unplugging appliances.

10. _____ It is acceptable to chew gum near the food preparation and service area.

Tell what measuring equipment you would use to measure the following ingredients:

________________ flour

________________ shortening

________________ milk

________________ sugar

________________ nuts

________________ water

________________ baking powder

________________ fruit juices

________________ salt

________________ oil

Identify the equipment on display:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

The following abbreviations are often found in recipes. Tell what term they represent:

fg.

spk.

t.

T.

c.

pt.

qt.

gal.

oz.

lb.

sq.

dz.

tsp.

tbsp.

You are grill cook at Sambo's. Explain how to clean the griddle.

Name three foods often cooked on griddles.

Name three foods that are deep fried in food service establishments.

You are the coffee girl at Youngblood's Restaurant. List three pointers to remember when making coffee.

Explain how to filter fat from the deep fat fryer.

TRUE OR FALSE

1. _____ Low cooking temperatures cause fats to break down.

2. _____ When temperatures are too high, fried foods will be light in color, greasy, and soggy.

3. _____ Foods should be placed in fryer baskets so that they do not touch.

Tell whether the following are made from batters or doughs:

muffins

pancakes

biscuits

doughnuts

TRUE OR FALSE

1. _____ It is important that quick breads be served warm in food service establishments.

2. _____ Understirring of muffin batter causes tunnels and peaked tops.

3. _____ A flaky biscuit will pull off in thin sheets.

4. _____ Pancakes are turned when bubbles appear on the surface and begin to burst.

5. _____ Doughnuts, as well as other foods fried in deep fat fryers, should be drained on absorbent paper before serving.

Draw a correct place setting for the table. You are working as a waitress for the International Pancake House.

What is the purpose of a leavening agent?

Why are muffins called quick breads?

TERMS:

1. ____________ to heat an oven to the correct temperature before putting food in to cook.

2. ____________ to rub pan lightly with shortening or cooking oil.

3. ____________ to move the level edge of a spatula across the top edge of a container, scraping away the excess.

4. ____________ a mixture of ingredients which is thick enough to hold its shape when dropped from a spoon.

5. ____________ a mixture of ingredients that will pour.

6. ____________ to cook in an oven.

7. ____________ to combine ingredients.

8. ____________ a part doubled over another.

9. ____________ to mix until smooth and creamy.

Bake

Grease

Fold

Pre-heat

Level Off

Mix

Dough

Batter

Cream

Explain when you used the following **terms** in the Lab:

cut in

knead

Equivalents

__________ t. equals 1 T.

__________ T. equals 1 cup

__________ sticks of butter equals one pound

__________ ounces equals one cup

1 stick of butter equals __________ cup

What would you do if we had a fire in our kitchen?

Why should food service workers wear hairnets?

Why is it important for food service workers to practice good sanitation?

CLOTHING SERVICE - WORKING WITH THE PUBLIC

Students in C.V.A.E. need to develop sewing skills that please the public.

Objectives

After completion of this unit the students should be able to:

Fill sewing orders.
Sew quality items that will please the public.

Activities

Students will:

1. Participate in assembly line work.
2. Construct articles to be sold to faculty and staff members.

Resources

Materials from C.V.A.E. Workshops at University of Houston and Texas Tech University

Evaluation Techniques

Self-evaluation of work

FOOD SERVICE - BAKING UNIT

C.V.A.E. students who learn to make good pies, cakes and cookies prepare for jobs in the food service industry. Many commercial food facilities have built their reputation on baked dessert items. Such production requires skill on the part of the food service worker.

Objectives

After completion of this unit the students should be able to:

Apply proper techniques for preparing pastry.
Prepare different varieties of pies.
Identify different types of cakes and frostings.
Prepare cakes and frost them using proper techniques.
Perform basic cake decorating techniques.
List the basic types of cookies.
Apply correct steps in cookie preparation.
Become familiar with customer service techniques.

Activities

Students will:

1. View the following filmstrips:
   "Easy as Pie"
   "Party Plans for Pies"
   "Beautiful Cakes"
   "Modern Chiffon and Angel Cakes"
   "Cookie Craft"
2. View the following slide series: "Cutting a Two Crust Pie"
3. View demonstration given by teacher on pastry making.
4. Read Better Baking/Proper Frying pamplet for pastry study and study of cakes.
5. Do worksheets on pastries and cakes.
6. Study handout on common substitutions.
7. Study pamplet Cookie Craft; study handout on common difficulties in making cookies.
8. Prepare the following: pies (custard, fruit, and meringue), cakes and cookies (drop, bar, rolled, pressed, refrigerator and molded).
9. Prepare pies to serve and/or sell to faculty and staff members.
10. Study handout on basic customer service techniques.
11. View demonstration given by teacher or resource person on cake decorating.
12. Participate in cake decorating practice sessions.

13. Decorate cakes baked in lab.
14. Read pertinent parts of Chapter 23 "Cookie Preparation", Chapter 25 "Pie Doughs and Fillings", Chapter 26 "Cakes and Icings" in Food Preparation for Hotels, Restaurants and Cafeterias; do assignments orally in Food Preparation Student Guide.
15. Take a field trip to a local bakery.

Resources

Cookie Craft
Better Baking/Proper Frying
Food Preparation Manual
Better Homes and Gardens New Cookbook
Betty Crocker's Cookbook
Food Service Employee, Texas Tech
Food Preparation for Hotels, Restaurants and Cafeterias
Food Preparation Student Guide
Simplified Cake Decorating
Wilton Cake Decorating Yearbooks

Evaluation Techniques

Written test on C.V.A.E. level
Self evaluation of food products

PASTRY TIPS

2 (318-319)

1. When adding water to flour mixture, add one tablespoon at a time and toss with fork after each addition; mix lightly.

2. After pastry is thoroughly mixed, press dough firmly together into a ball with hands; handle dough just as you would a snowball.

3. When rolling dough out, keep circular by periodically pushing edge in gently with cupped hands; lift occasionally to prevent sticking.

4. If patching is necessary, cut piece of pastry to fit irregular edge or tear; moisten edge of area to be patched and press piece firmly into place.

5. Roll dough two inches larger than pie pan.

6. Select heat-resistant glass pans for best results. Darkened pans and dull-finished aluminum pans are also good for pie baking.

7. Fold,rolled-out pastry into quarters and carefully place in pie pan with point in center; unfold.

8. For the edge - flatten pastry evenly on rim of pie pan; press firmly around edge with tines of fork; dip fork in flour from time to time to prevent sticking.

For two-crust pastries:

1. Leave one-inch rim of top pastry beyond edge of pan; fold and roll this rim under edge of bottom pastry.

2. While pinching top and bottom edges together, form a stand-up rim on edge of pan to seal pastry and to make fluting easier.

3. Crimp a two to three inch strip of aluminum foil over fluted edge to prevent overbrowning; remove foil fifteen minutes before end of baking time.

Name ______________________________ Date ___________________________

PASTRY MAKING

(Read pages 4 and 6 Better Baking/Proper Frying)

1. What are the ingredients in pie pastry?
   What do each contribute to?

2. What would cause the following in pastries?

   A. Dough dry, crumbly hard to work with

   B. Pastry tough, leathery

   C. Shrinking or buckling of pastry

NOTES ON FILMSTRIPS:
"BEAUTIFUL CAKES"
"MODERN CHIFFON AND ANGEL CAKES"

Three classes of cakes

1. conventional or butter cakes (those with shortening)

2. angel and sponge cakes (those without shortening)

3. chiffon cakes (those that are a combination of angel and shortening types)

Shortening Cakes

You may bake cakes as layers, loaves, sheets, tubes, or cupcakes; but many recipes can't be used interchangeably. To be safe, use type and size pan specified in recipe.

Place pans as near the center of oven as possible. Don't let pans touch each other or sides of oven. Do not place pans directly under each other. If necessary, stagger the pans on two shelves.

Tap batter-filled pans lightly on the table to break up air bubbles that form.

Two methods of mixing - (1) conventional or creaming method - cream shortening, sugar; add eggs one at a time; sift flour and add alternately with liquids; end with addition of flour (2) quick method - mix shortening, sugar, dry ingredients and part of liquid; add egg, rest of liquid, and mix well.

Chiffon Cakes

They have the lightness of an angel cake along with the melting richness of shortening-type cake.

Do not grease pans.

Basic Steps:

Sift dry ingredients into mixing bowl; add in order: oil, yolks, liquids and flavorings; beat egg whites and cream of tartar till very stiff peaks form (when you pull a spatula through, a clear path remains); add egg yolk batter in thin stream, gently folding into whites to blend.

Angel and Sponge Cakes

Angel cakes are leavened only with air. They have no fat. Methods for making sponge cakes vary, but angel-cake rules for beating egg whites and folding in sugar and flour hold true with sponge cakes.

Name ____

CAKES

1. What would cause the following "flops"--

   A. Cake cracks or humps

   B. Cake falls

   C. Cake runs over edge of pan

   D. Cake breaks

   E. Cake is lopsided

   F. Cake doesn't rise

2. List and describe two kinds of frostings:

3. True or False:

   ______ It is necessary to preheat the oven when baking cakes.

   ______ When baking cakes, keep pans at least one inch apart from oven walls.

   ______ Fill cake pans 3/4 full of batter.

   ______ When frosting a cake, frost the top first.

   ______ Never touch bare cake with spatula. Put some frosting on cake and push it around with the spatula.

   ______ Use up and down strokes when frosting cake sides.

STUDY SHEET: COOKIES

6 (83)

SIX GROUPS OF COOKIES:

1. Drop Cookies
2. Bar Cookies
3. Molded Cookies
4. Refrigerator Cookies
5. Rolled Cookies
6. Pressed Cookies

COMMON DIFFICULTIES IN MAKING COOKIES

Difficulty	Causes
Cookies are stiff	Too much flour
Cookies are too soft	1. Too much liquid 2. Too much sugar (the sugar melts and increases liquid) 3. Too much fat; this increases the proportion of liquid
Cookies are too hard	1. Too much flour 2. Overbaking
Cookie dough crumbles	1. Dough may be too cold 2. Fat required for all rich dough makes it very short and likely to split or crumble when rolled (a little water may be added to remedy the situation)
Cookies spread in pan	1. Greasing pan too heavily 2. Too much soda 3. Sugar cookies usually contain little moisture; sugar has not been dissolved and as sugar melts cookies spread

SUBSTITUTIONS

15 (192)

The food service employee should become familiar with substitutions. Substitutions may be made to cut down on cost, to increase the food value, or to make use of surplus commodities.

Standard substitutions are:

1 sq. chocolate = 3 T. cocoa and 1 T. fat
1 c. cake or pastry flour = 1 c. all-purpose flour - 2 T.
1 T. cornstarch = 2 T. flour (for thickening)
1 t. baking powder = 1/4 t. soda and 1/2 t. cream of tartar
1 cup milk = 1/2 c. evaporated milk and 1/2 c. water
1 cup sour milk or buttermilk = 1 c. fresh milk + 1 T. vinegar
1 cup sour milk and 1 t. soda in flour mixture = 1 c. fresh milk + 3 t. baking powder
1 T. corn syrup (in candy) = 7/8 t. cream of tartar
1 cup butter = 1 c. margarine + 1/2 t. salt
1 whole egg = 2 egg yolks or 2 T. dried egg + 2 1/2 T. water
1 cup honey = 1 to 1 1/4 c. sugar + 1/4 c. liquid

QUESTIONS:

1. Darlene's employer asked her to make a chocolate cake. The recipe called for 2 cups of cake flour, 1 2/3 cup sugar, 1/2 c. shortening, 1 t. salt, 3 sqs. melted chocolate, 1 c. sour milk, 1 t. soda, 3 eggs, and 1 t. vanilla. On checking her supplies she found all the needed ingredients except:

   3 sqs. chocolate
   1 c. sour milk
   2 c. cake flour

What substitutions could Darlene make?

GENERAL GUIDELINES FOR FACULTY COFFEE

(Basic Customer Service Techniques)

Hostess will welcome guests at door, seat them and present them with opened menus.

Waitresses will take orders. Usually some sign is given when guest is ready to order, such as placing menu down. Waitress will ask if "customer" is ready to order. She should repeat the order to be sure it is correct. The waitress will proceed right to left around the table, until all the orders are taken. She will pick up the menu from each guest once the order is taken. It is important that the order be written legibly on the order pad.

Kitchen Workers will fill orders. They will make coffee and tea and prepare the pies for service. Kitchen workers will also wash dishes and be in charge of kitchen clean up.

Waitresses will serve the guest. Guests should be served in order of arrival. Everyone at a given table should be served at the same time.

The beverage is served from the right with the right hand. The cup and saucer is placed on the table with the handle turned to the right. The pie is served from the left with the left hand. Place the pie on the table so that the point faces the "customer". Later ... check to see if more coffee or tea is desired.

Busgirls will clear the tables. They should be certain that everyone is finished before clearing the table. Plates are removed from the left with the left hand. Beverage containers are removed from the right with the right hand. Plates should not be stacked in front of "customers." Busgirls will also reset tables.

Hostess will offer a pleasant good-bye as guests leave.

Name ____

TEST

I. Match the following ingredients to what they contribute to pie crust:

______ Flour	A. Flavor
______ Shortening	B. Framework or structure
______ Salt	C. Tenderness and flakiness
______ Water	D. Helps hold ingredients together

II. True or False:

______ If you do not combine the ingredients thoroughly, your pastry will be crumbly.

______ If you handle the dough too long, your pastry will be tough.

______ It is not necessary to prick the sides and bottoms of pastry for crust cooked without filling.

______ If you stretch your pastry while fitting it into the pie pan, it will shrink.

______ Metal pans are best for pastry making.

______ When rolling dough out for pies, lift dough occasionally to prevent sticking.

______ It is impossible to patch dough when making pie crust.

III. Match the following "flops" in cakes to the proper cause:

______ Cake breaks	A. Not enough leavening
______ Cake cracks or humps	B. Didn't prepare pan properly
______ Cake falls	C. Not enough baking
______ Cake doesn't rise	D. Baking at too high temperature

IV. True or False

______ It is not necessary to preheat the oven when baking cakes and cookies.

______ When baking cakes and cookies, keep pans at least one inch apart from each other and oven walls.

______ Fill cake pans 3/4 full of batter.

______ When frosting a cake, frost the top first.

______ Never touch the bare cake with spatula. Put on some frosting and push it around with the spatula.

______ Use up and down strokes when frosting cake sides.

V. How should you prepare cake pans before baking cakes?

VI. List two types of frostings:

VII. Tell whether the following are made from batters or doughs:

A. Pie crust

B. Cakes

C. Cookies

VIII. List at least three different types of cookies:

IX. True or False

______ Cake pans should be staggered in the oven.

______ Always grease cookie sheets when baking cookies.

______ It is fine to bake cookies on warm cookie sheets.

______ A chocolate cake will crumble more than a yellow or white cake.

______ The amount of shortening used in pie crust is an important factor in achieving tenderness.

______ Cornstarch or flour can be used to thicken pie fillings.

______ When preparing the filling for meringue pies, add the egg yolks right into the entire hot filling mixture.

Why should you seal the meringue around the pie crust?

How can you tell when your cake is ready?

List some pointers for frosting a cake.

CLOTHING SERVICE - OPERATION OF INDUSTRIAL SEWING MACHINES

C.V.A.E. students who learn to operate industrial sewing machines prepare for employment in clothing factories.

Objectives

After completion of this unit the students should be able to:

Operate the blind hemmer and the serger.
Gain additional skill in operating the lockstitch power machine.

Activities

Students will:

1. Observe demonstrations given by teacher on use of the serger and blind hemmer.
2. Construct a variety of projects using the industrial sewing machines.
3. View the following filmstrip: "Knowing Your Industrial Sewing Machine."

Resources

Materials from C.V.A.E. Workshops at Texas Tech University and University of Houston
Singer Training Manuel for the Needle Trades

Evaluation Techniques

Self-evaluation of projects

PERSONAL DEVELOPMENT - GROOMING, PERSONALITY

C.V.A.E. students who are preparing for employment in home economics related jobs need to present a well groomed appearance and need to exhibit good personality traits.

Objectives

After completion of this unit the students should be able to:

Practice proper hair, skin and nail care.
Exercise good personal hygiene.
Demonstrate proper dress and good posture.
Relate healthy eating habits to a good personal appearance.
Know desirable personality traits and the need for development of these traits.

Activities

Students will:

1. View the following filmstrips:
   "Through the Looking Glass"
   "Teen-Aged? Have Acne?"
   "The Acme Acne Factory"
   "The Miracle of Nature"
   "Good Grooming"
   "Your Face"
   "Your Hair"
   "Good Posture I"
   "Your Figure"
   "You and Your Food"
   "Basic Four to Good Meals"
   "Personality Plus"
   "Personality Roles You Play"
2. Take pre-test on grooming.
3. Study information sheet on personal appearance; do checklist.
4. Read Co-Ed articles on make-up application, exercises and snack habits.
5. Give themselves a manicure using correct procedures.
6. Do worksheets on special hair problems, grooming aids and facial shapes.
7. Read and study handouts on outside care of the body.
8. Do grooming word puzzle.
9. Locate pictures in current magazines of well groomed girls.
10. Read hints on speech and voice and record own voices on tape recorder.

11. Take field trip to local cosmetic house for demonstration on skin care and make-up application.
12. Do checklist on health habits.
13. View flip chart (developed by teacher) on Basic Four.
14. View transparencies (made by teacher) on nutrition.
15. Locate pictures depicting basic four food groups.
16. Read handouts on personality.
17. Copy notes for notebook.

Resources

Be Beautiful, Readbook
Teaching Grooming to Teen-Aged Girls and Boys, Avon
January 1976 Co-Ed
Commercial Foods - Production and Management, Oklahoma
Issues of Co-Ed, Glamour, Seventeen, Ebony
Let's Concentrate on You, Procter & Gamble

Evaluation Techniques

Written test on C.V.A.E. level

GROMING PRE-TEST - FOR GIRLS

36 (6)

True or False

1. Everybody perspires. ______

2. The body gives off about a quart of perspiration a day. ______

3. If you take a bath or shower every day, you don't need to use a deodorant. ______

4. You don't always know when you offend with perspiration odor. ______

5. Bath oils are used only to perfume the bath water. ______

6. A good cleansing agent for many types of young facial skin is mild soap and water. ______

7. Foundation holds make-up in place. ______

8. A good way to select a fragrance is to notice one you like on a friend, and get the same one. ______

9. It's expensive to keep clothes clean and neat. ______

10. If nail enamel becomes chipped, remove it even if you don't have time to replace it. ______

11. To get greatest benefit from the use of hand cream or lotion, be sure to smooth it thoroughly over the backs of the hands. ______

12. Curlers come in pretty colors, so it's all right to wear them in public. ______

13. The purpose of using a hair conditioner after your shampoo is to make hair more manageable and smoother. ______

MULTIPLE CHOICE

14. Normal hair should be thoroughly washed:

    A. every day
    B. every two weeks
    C. every week

15. If your hair is hard to manage:

    A. use more hair spray
    B. select hair care products that will help control it
    C. cut it short

16. The reason teeth should be brushed after eating is:

    A. it's more convenient
    B. to remove food particles that lead to decay
    C. so as not to spoil the taste of food

17. The first step in putting on make-up for a date is:

    A. make up your eyes
    B. cleanse your face of old make-up
    C. add powder

18. The best way to apply perfume is to:

    A. apply it to pulse spots
    B. put some on your handkerchief
    C. put it on your dress

PERSONAL APPEARANCE

INFORMATION SHEET

4 (45-A - 46-A)

I. Body cleanliness

1. Take a bath daily
2. Use a body deodorant daily
3. Change undergarments daily
4. Avoid strongly scented soaps and perfumes

II. Hair

1. Shampoo frequently, at least once a week
2. Brush regularly with a clean brush
3. Control dandruff
4. Arrange attractively

III. Hands and nails

1. Clean
2. Nails filed and shaped to the fingers, medium length
3. Use of nail polish
    a. Use only light, natural colors
    b. Remove or replace if chipped

IV. Teeth

1. Brush twice daily
2. Have dental checkup at least once a year

V. Posture

1. Shoulders erect
2. Chest up
3. Abdomen flat
4. Body weight on both feet

VI. Clothes

1. Clean
2. Pressed
3. Properly fitted
4. Good repair
    a. All buttons and snaps sewed on
    b. All ripped seams mended

VIII. Shoes

1. Clean
2. Properly fitted
3. Good repair, avoid run-down heels
4. Clean, well-fitted hose

PERSONAL APPEARANCE CHECKLIST

4 (53-A)

Your appearance probably is more important to your success than you think. Check yourself on these points.

Hair

1. Is your hair style in good taste (not extreme in style)?
2. Does your hair show evidence of frequent brushing?
3. Do you shampoo your hair at least once a week?

Hands

1. Are your hands and nails clean?
2. Are your nails of conservative length and neatly manicured?
3. Is the nail polish you use in good taste and always look fresh?

Cleanliness

1. Do you bathe at least once a day?
2. Do you use a body deodorant?
3. Do you brush your teeth at least twice a day especially on arising and before retiring?
4. Is your face clean?
5. Is your makeup neat and in good taste?

Outer Dress

1. Are your clothes clean and pressed?
2. Are your clothes stylish, yet appropriate for work?

Shoes and Hosiery

1. Are hose without runs, snags, or pulls?
2. Do your shoes harmonize with your attire?
3. Are your shoes clean and/or polished at all times?
4. Are the heels neat (not worn down)?

Accessories

1. Is your jewelry conservative and in good taste?

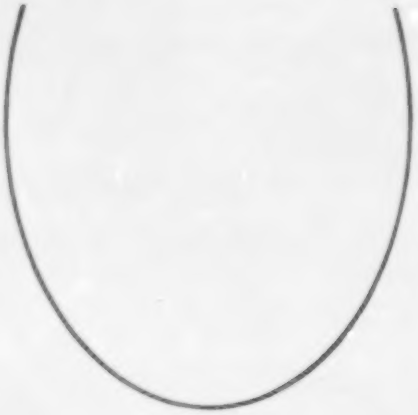
What Aids Do I Have?

31

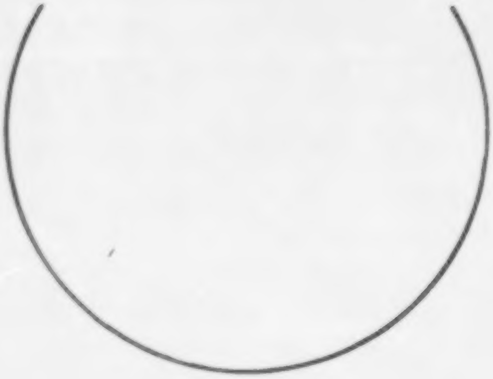
ESSENTIAL	ADDITIONAL GROOMING AIDS

PRICELESS ASSETS—NOT FOR SALE

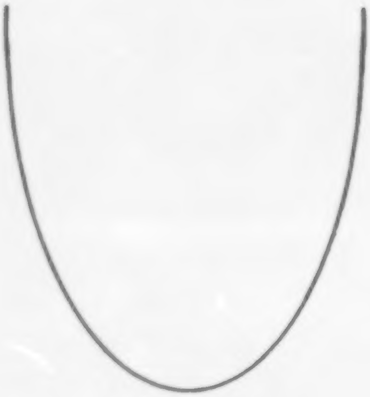
How Should They Wear Their Hair?



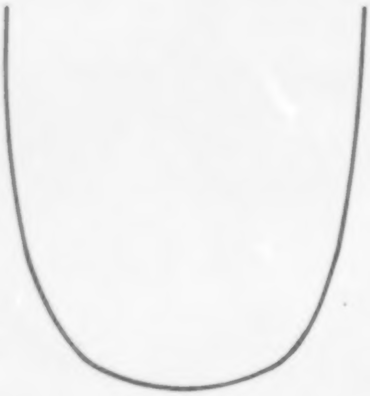
OVAL



ROUND



LONG



SQUARE

What Can Be Done About Special Hair Problems?

Problem	Solution

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STUDY SHEET: OUTSIDE CARE OF THE BODY

31

I. Complexion

A. Wash face at least twice a day - more often if skin is oily.

1. Don't forget to include washing your neck - all around, not just the sides.
2. Give special attention to forehead, alongside nose, crevice of chin.
3. If skin is dry, don't scrub too vigorously or you'll cause irritation.
4. After lathering and rinsing with warm water, use cool water for a final rinse. Pat dry, don't rub.

B. Special note for girls:

1. Remove all old makeup before retiring or applying new make-up.
2. Make sure your powder puff is clean.

C. Washcloths

1. If possible, use one washcloth for your face, another for your body.
2. If possible, don't use anyone's washcloth - try to have your own.

II. Skin Problems

A. As soon as problems start, do something about it - don't let it spread.
B. For serious or prolonged cases, see a doctor.
C. Make a special effort to eat properly; reduce intake of oils.
D. Get plenty of rest.
E. Work on acquiring and keeping a calm emotional attitude.
F. Concentrate on cleanliness.

III. Keeping the Body Clean

A. Bathe daily, or more often if engaged in strenuous exercise or "dirty" work.
B. In washing the body, don't forget to clean your fingernails.

IV. Proctecting Against Body Odor.

A. Use a deodorant or a combination antiperspirant deodorant or underarm cream to combat apocrine-bacterial odor.

1. Use daily, or more often if necessary
2. Apply to entire underarm area, not just one spot.
3. The temporary stinging sensation that sometimes occurs after applying some deodorants to freshly shaven skin can be avoided by waiting awhile between shaving and applying deodorant.

B. What deodorants do.

1. They contain an ingredient that helps prevent the growth of bacteria, the same principle as an antibacterial soap.
2. They contain a fragrance which helps counteract any body odor produced.
3. They have no effect on the amount of perspiration produced.

C. What antiperspirant deodorants do.

1. They combine an antiperspirant with an antibacterial agent.

    a. Antiperspirant - reduces the amount of perspiration (wetness).
    b. Antibacterial agent - decreases the number of odor-causing bacteria (body odor).

2. Also contain an ingredient (fragrance) which helps mask whatever odor is caused by the action of the remaining bacteria.

GOOD GROOMING WORD PUZZLE

A	C	F	F	G	X	K	B	Q	A	M	C	F	I	L	T	Q	R	M
D	B	A	P	X	U	S	O	P	E	J	B	R	U	S	H	Q	V	W
M	L	C	O	S	T	P	A	E	B	X	M	N	T	R	U	B	C	X
J	L	E	O	M	H	A	I	R	A	B	C	C	O	M	B	R	Q	M
O	D	B	H	D	L	P	X	S	T	U	E	L	M	I	J	K	B	D
A	P	N	L	J	H	F	I	O	Z	A	E	R	T	E	P	V	X	A
M	A	N	I	C	U	R	E	N	B	S	B	A	T	H	E	Y	B	W
B	M	Q	K	R	Q	O	A	C	U	G	B	F	X	D	Y	Z	E	P
P	E	R	F	U	M	E	G	L	Z	C	N	Z	A	C	I	I	G	D
O	C	S	K	I	N	S	P	I	Y	D	A	D	K	C	C	J	L	N
P	E	D	I	C	U	R	E	Q	I	R	I	U	E	U	V	W	X	X
R	S	U	P	P	G	E	F	Y	F	E	L	G	H	I	R	F	A	O
Q	N	U	T	R	I	T	I	O	N	D	S	B	C	F	E	H	P	B
S	T	V	K	O	H	E	I	R	X	H	D	I	K	M	G	J	M	I
V	W	S	J	F	N	X	K	T	W	J	E	L	L	M	H	K	M	I
X	R	H	J	L	Y	E	U	J	T	O	O	T	H	B	R	U	S	H
E	A	A	B	C	D	R	L	K	T	V	D	N	O	W	L	S	N	P
C	Y	M	E	Q	M	C	R	M	S	U	O	T	P	R	E	S	S	Q
F	F	P	N	G	N	I	H	I	M	T	R	Z	O	A	O	O	B	D
H	H	O	V	W	O	S	Z	J	K	T	A	Z	P	R	T	Q	V	X
J	L	O	P	B	A	E	V	X	Y	R	N	L	W	C	W	B	A	A
M	G	M	X	Y	P	Z	V	P	O	S	T	U	R	E	Y	Z	L	N
O	P	C	U	T	I	C	L	E	S	Q	C	E	G	I	R	O	P	S
Q	M	A	K	E	U	P	R	D	A	N	D	R	U	F	F	P	A	F

Words:

face
brush
hair
comb
manicure
bathe
perfume
skin
nutrition
toothbrush
press
posture
cuticles
makeup
dandruff
nails
pedicure
deodorant
exercise
shampoo

SPEECH AND VOICE

One of your most valuable personal assets is the ability to speak well.

Here are some hints:

1. Always speak with enthusiasm in your voice.
2. Look at the person you are speaking to (or listening to).
3. Don't always be talking about your private problems.
4. Don't belittle yourself to others.
5. Look up new words in the dictionary. Constantly build your vocabulary.
6. Use a tape recorder to listen to your voice. Then work on improving what you hear.
7. A moderately low voice is soothing and feminine.
8. Don't show that you are nervous by slurring or rushing over words.
9. Listen to commentators, speakers, actresses, etc. Imitate those persons who speak well.
10. Practice reading in front of a mirror. Note the flaws in your diction and practice making these words correctly.
11. Always think out what you are going to say before opening your mouth. There usually is a way to say something in a nice way and without hurting someone's feelings.

PERSONAL APPEARANCE

4 (55-A)

Success starts with good health, because the way you feel has a definite effect upon the way you look, the way you think, and the way you act. The following are major factors in maintaining good health.

	Satisfactory Most of Time	Satisfactory Part of Time	Unsatisfactory
1. Eat a well-balanced diet			
2. Drink plenty of water			
3. Get plenty of sleep at regular hours			
4. Get enough physical exercise			
5. Have regular physical checkups			
6. Have regular dental checkups			
7. Take a daily bath			
8. Brush teeth regularly			
9. Use mouth wash			
10. Use deodorant			
11. Enjoy wholesome recreation			

PERSONALITY INFORMATION SHEET

4 (31-B - 37-B)

I. Personality and attitude

  A. Definitions of personality

    1. Personality--What people see when they look at you and what they hear when you speak

    2. Personality--The outward expression of your true self; a signboard for advertising to the world what you are and what you can do

  B. Definitions of attitude

    1. Attitude--The way you act with other people

    2. Attitude--The way you act, feel, or think that shows others what you are like

  C. Reasons for studying personality and attitude

    1. To understand yourself

    2. To understand others

    3. To prevent job failures

    (NOTE: About eighty percent of all failures on the job are caused by personality problems.)

II. Personality traits and attitudes

  A. Reasons for developing desirable personality traits and attitudes

    1. To be accepted by others

    2. To feel important

    3. To gain personal satisfaction

    4. To gain recognition

    5. To achieve goals in life

B. Desirable personality traits and attitudes

1. Adaptability--adjusting easily to new situations

   a. School

      1) Accept changes without complaint

      2) Cheerfully accept situations when first choice is not possible

   b. Job

      1) Accept changes without complaint

      2) Learn new procedures and service information

2. Cooperation--working harmoniously with others

   a. School

      1) Follow rules and regulations

      2) Do your part in group work

      3) Take part in school activities

      4) Be flexible; consider ideas of others

   b. Job

      1) Observe rules and regulations

      2) Help others when possible

      3) Work well with co-workers, supervisor, and employer

3. Courtesy--being polite and having good manners

   a. School

      1) Show respect to teachers and other students

      2) Speak with a pleasant voice

      3) Express your thanks for the time and efforts of others

      4) Be polite

b. Job

   1) Show respect for your employer

   2) Show respect for the customer

   3) Speak pleasantly

   4) Return promptly from lunch and breaks so co-workers can have their rest periods

4. Dependability--doing what you say you will and completing duties assigned to you

   a. School

      1) Attend classes regularly

      2) Be on time

      3) Get all assignments in on time

      4) Do all of your work

      5) Follow instructions

   b. Job

      1) Work regularly

      2) Be on time

      3) Take only the time allowed for lunch and breaks

      4) Do all of your work

      5) Follow instructions

5. Enthusiasm--being eager to help or to take part in some activity

   a. School

      1) Be friendly

      2) Develop interest in school subjects

      3) Show school spirit in sports and other activities

   b. Job

      1) Show pride in doing your job

        2) Look alert

        3) Do more than your share when time permits

6. Honesty--being truthful in all things

    a. School

        1) Follow the school honor system

        2) Respect property of others

        3) Give truthful information

    b. Job

        1) Be careful with money

        2) Give truthful information to employers, customers, and co-workers

        3) Keep promises

        4) Do not waste time

7. Initiative--doing things without being told

    a. School

        1) Develop good study habits

        2) Complete all assignments

        3) Learn to work on your own

    b. Job

        1) Keep busy

        2) Use slack moments or leisure time to learn more about your job

        3) Show an interest in learning and doing a good job

        4) Suggest ideas

8. Loyalty--supporting a cause

    a. School

        1) Keep problems or situations discussed with you to yourself

        2) Show that you can be trusted

        3) Avoid criticism

    b. Job

        1) Keep confidences

        2) Avoid public criticisms of employer, supervisor, or co-workers

        3) Do not discuss wages or raises with other employees

9. Patience--taking the time to do things right

    a. School

        1) Try to understand the opinions of others

        2) Listen even though the subject is not interesting to you

    b. Job

        1) Try to understand the needs and desires of others

        2) Control anger

10. Self-control--being able to control one's temper and emotions

    a. School

        1) Control temper in the classroom and with fellow students

        2) Show enthusiasm without becoming overbearing

    b. Job

        1) Control temper

        2) Accept criticism

        3) Maintain poise

11. Tack--being able to say the right thing at the right time

    a. School

        1) Avoid saying things that may cause hurt feelings

        2) Do not contradict in a disagreeable manner

    b. Job

        1) Do not correct customers, co-workers, and employer in a disagreeable manner

        2) Learn to take care of customer complaints

III. Right mental attitude

A. Toward yourself

1. Learn the rules, then use them
2. Have a strong desire to improve
3. Be willing to apply your knowledge
4. Develop confidence in yourself
5. Accept responsibility
6. Keep all promises
7. Assume responsibility for your actions
8. Learn something new each day
9. Be enthusiastic
10. The important thing is not what happens to you but what you think about it

B. Toward job

1. Be loyal
2. Use time to your best advantage
3. Be willing and able to accept responsibility
4. Ask questions that can help you and remember the answers
5. Each day, do a little bit better in everything you do
6. Learn something new each day
7. Develop an interest and enthusiasm for your work

C. Toward others

1. Say and do things to make people feel important
2. Be sincere in all things
3. Run away from gossip
4. Look for things to like in people
5. Open your ears, close your mouth, and learn to listen

GROOMING NOTES

Good Grooming Schedule:

Daily

Wash face
Brush teeth
Brush hair
Bathe
Use deodorant

Weekly

Shampoo hair (more often if necessary)
Manicure nails
Shave legs and underarms
Polish shoes
Do laundry
Mend clothes that need repair

Hair Care

1. Always clean (rinsing hair completely is very important)
2. Free from dandruff
3. Hairstyle becoming to shape of face
4. Free from split and broken ends; trim and condition hair when necessary
5. Brush often - vigorously, but gently

Batheing

Clean with soap and wash cloth or sponge - don't just dip in and out of water

Skin Care

A. Complexion

    1. Wash face at least twice a day
    2. Remove old make up before retiring or applying new make up

B. Skin Problems

    1. As soon as skin problems start - do something about it - don't let it spread
    2. Eat properly
    3. Get plenty of rest
    4. Work on keeping a calm emotional attitude

5. Concentrate on cleanliness
6. Enemies of the skin:

    chocolate
    nuts
    potato chips
    doughnuts
    cokes
    olives
    saltwater fish
    shellfish
    fried foods
    pastries
    candy
    cheese
    iodized salt
    butter
    cream

Care of Nails

1. Always clean
2. File - don't cut
3. Keep nails oval shaped - not too pointed nor like shovels
4. Use coarse side of file to file down, fine side to smooth
5. Always file in one direction; do not file down into corners
6. Take care of cuticles - soak in warm, soapy water; use lotion or cream on cuticles

Personality

Includes the way you look, act and talk
You need to be friendly and courteous at all times to everyone
Good attitudes are important to a good personality

Posture

1. Shoulders erect
2. Chest up
3. Abdomen in
4. Hips tucked in
5. Weight balanced equally on each foot

Health Care

1. Exercise daily
2. Eat a well-balanced diet
3. Keep body clean and free from odors
4. Get right amount of sleep - eight hours each night

Basic Four Food Groups

1. Meats - need two or more servings each day
2. Fruits and Vegetables - need four or more servings each day
3. Breads and Cereals - need four or more servings each day
4. Milk Group - need four or more servings each day

Name ______________________________ Date ______________________

Grooming Quiz

1. List daily grooming habits that need to be established.

2. List three health habits that affect your personal appearance.

3. List three things that should be done for care of hair.

4. Describe the proper way to file your nails.

5. What's the difference between a deodorant and an antiperspirant?

6. Explain correct standing posture.

True or False

_____ The purpose of using a hair conditioner after you shampoo is to make your hair smooth and more manageable.

_____ If you keep your hair combed, you don't need to brush it.

_____ Everyone perspires.

_____ You don't always know when you offend with perspiration odor.

_____ A good cleaning agent for many types of young facial skin is mild soap and water.

_____ It's expensive to keep clothes clean and neat.

_____ A good way to select a fragrance is to notice one you like on a friend. Get the same one.

_____ If nail enamel becomes chipped, either touch it up or remove it.

_____ A good remedy for mild skin problems is to keep your face and hair clean.

_____ Being well groomed improves your self confidence.

_____ It is not necessary to take a bath daily if you do not engage in dirty activities.

_____ When you do bathe, all that's necessary is to splash water over the body.

_____ Everyone needs to exercise everday.

_____ Your posture affects your personal appearance.

_____ Doing body exercises will result in a loss of weight.

_____ Incorrect posture can cause backaches.

_____ Bad posture can cause cramps during the menstrual period.

_____ It is O.K. to go to bed with make-up on once in a while.

_____ Using nail polish remover every night can be harmful to the nails.

_____ Do not take baths or showers when menustrating.

_____ A deodorant is used to cover up bad odor.

_____ Perfume can be used to cover up bad odor.

_____ Nails should be filed in an oval shape.

_____ You should get in the habit of pushing back your cuticles, especially after warm baths or after soaking them in warm, soapy water.

_____ Underclothes need to be changed every other day.

_____ Rollers come in pretty colors, so it's all right to wear them in public.

_____ Your speech has an effect on your personal appearance.

_____ The foods you eat effect your personal appearance.

_____ If you bathe daily, you don't need to use a deodorant.

_____ You only need to wash your hair once a week, even if it is oily.

_____ You need to wash your brush and comb after washing your hair.

Multiple Choice:

1. Normal hair should be thoroughly shampooed:

   A. Every day
   B. Every two weeks
   C. Every week

2. If your hair is hard to manage:

   A. Use more hair spray
   B. Select hair care products that will help control it
   C. Cut it short

3. The reason teeth should be brushed after eating is:

   A. It is more convenient
   B. To remove food particles that lead to decay
   C. So as not to spoil the taste of food

4. The first step in putting on make-up for a date is:

   A. Make up your eyes
   B. Cleanse your face of old make-up
   C. Add powder

5. The best way to apply perfume is to

   A. Apply to the pulse spots
   B. Put some on your handkerchief
   C. Put it on your dress

Short Answer

1. What is personality?

2. List the Basic Four Food Groups. How many servings should you get from each group?

3. List five foods you should avoid if you have skin problems.

CLOTHING SERVICE - CONSTRUCTION OF A PERSONAL GARMENT

The training and knowledge provided through a study of clothing construction can be a valuable asset to the C.V.A.E. student. Job opportunities are available for those who acquire proficient sewing skills.

Objectives

After completion of this unit the students should be able to:

Demonstrate the ability to take body measurements.
Identify basic figure types.
Explain how line and color can create optical illusions.
Describe information found on pattern envelopes.
Determine how much fabric is needed for a given garment.
Gain additional skill in preparing cloth for cutting, transferring, and pressing techniques.
Gain additional sewing skills in the construction of a blouse.
Display attitudes which encourage success as a dressmaker.

Activities

Students will:

1. Take and record body measurements with the help of a friend.
2. Do worksheet on taking body measurements.
3. Read and discuss study sheet on line and color.
4. Try on color collars (supplied by teacher) observing which colors look best on who.
5. Identify different types of lines in clothing pictures (provided by teacher).
6. Locate pictures in pattern books illustrating different types of lines.
7. Study handout on figure types and do case sizing problems.
8. Do pre-test on understanding pattern envelopes.
9. View transparencies (made by teacher) of pattern envelopes.
10. Study their own pattern envelopes; do worksheet on pattern envelopes.
11. Do worksheet on basic sewing techniques.
12. Construct a blouse or shirt which has a collor, set-in sleeves, buttons and buttonholes.
13. View demonstrations given by the teacher on various steps in blouse construction.
14. Read handouts on case studies of customer-dressmaker relationships.

15. View filmstrip: "Figure Flattery Through Optical Illusion."

Resources

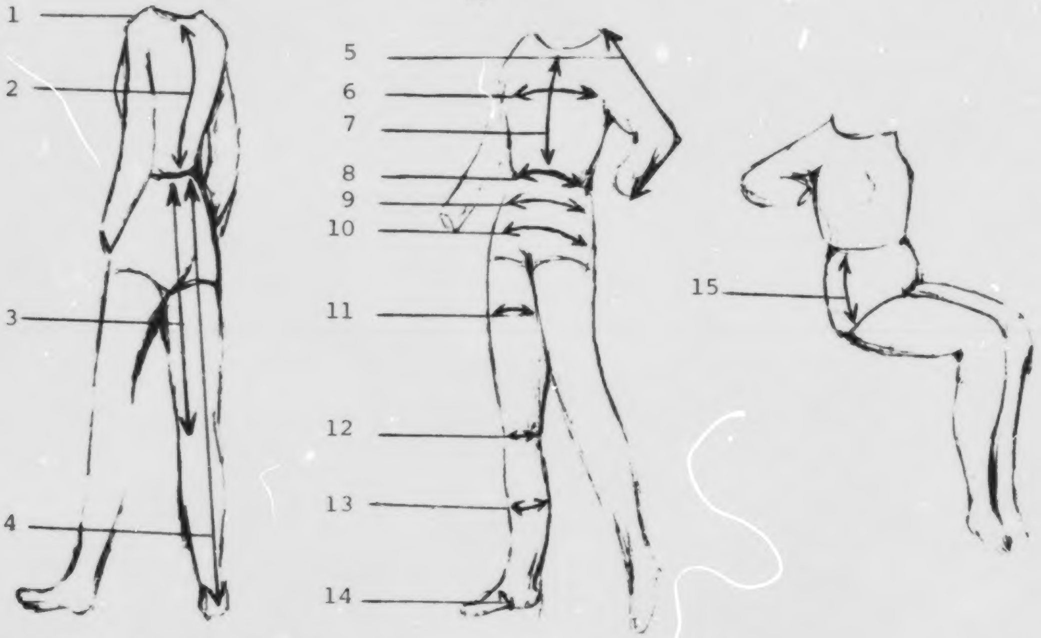
Clothing Services, Texas Tech
McCall's Pattern Book
Simplicity Pattern Book
Butterick Pattern Book
Materials from 1975 C.V.A.E. Workshop at University of Houston

Evaluation Techniques

Written test on C.V.A.E. level
Self-evaluation of lab project using form supplied by teacher

TAKING BODY MEASUREMENTS

39



Select the correct response on the right and place the letter in the blank to the right of each number.

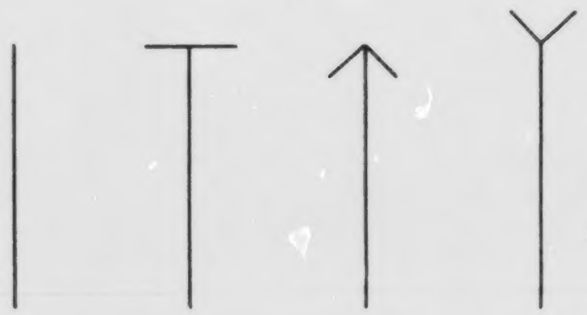
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

A. High hip
B. Back length to waist
C. Bust
D. Waist
E. Length of skirt
F. Shoulder
G. Full hip
H. Arm length
I. Thigh
J. Calf
K. Knee
L. Instep
M. Crotch
N. Front neck to waist
O. Length of slacks

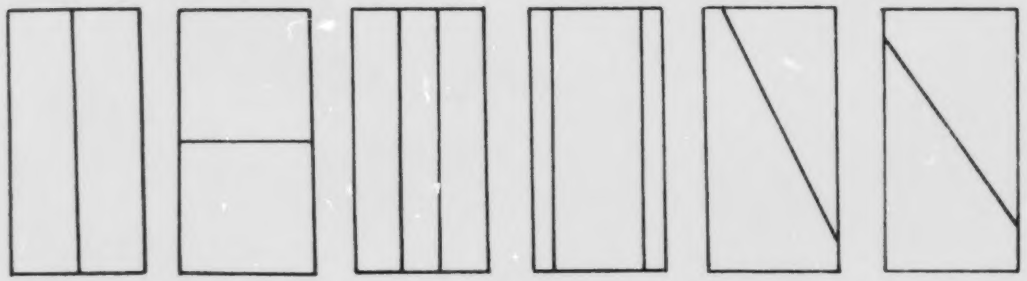
LINE AND COLOR

14 (118-120)

Look at these lines. Do they look the same length? No, but they are. Measure them to be sure.



Now look at the rectangles. There seems to be a change in size, although each shape is the same.



If you will remember these things when looking at design lines of patterns, you can decide how a customer will look in the finished garment. Remember, any line made by a construction detail will influence the way a customer looks in the garment.

Lines in clothes can fool other people by making one's good points more noticeable. The most important lines in clothes are in the outline or silhouette. The outline of a person is seen first. Details are only seen at close range.

KINDS OF LINES

1. Vertical-----a. Lines that run up and down
   - b. Make a person look taller and slimmer

2. Horizontal---a. Lines that run in the same direction as the ground
   - b. Make a person look shorter and heavier

3. Diagonal-----a. Lines that slant
   - b. Make a person look taller and slimmer
   - c. The more vertical the diagonal lines are, the smaller the person will look
   - d. If diagonal lines are almost horizontal, they make the person look wider

4. Curved-------a. Lines that are like part of a circle
   - b. Make the figure look soft and graceful
   - c. Make figure faults more noticeable if the lines follow the figure

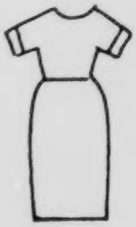
5. Vee----------a. Lines that come together forming a V
   - b. Make a figure look slimmer. If spread far apart, the lines may make a person look wider

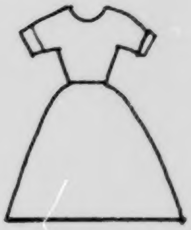
6. Broken-------a. Lines running into one another
   - b. Shorten long, straight lines

EFFECT OF LINES

1. A small panel makes an area appear narrower.
2. A wide panel makes an area appear wider.
3. Vertical lines make an area appear narrower.
4. Horizontal lines make an area appear wider.

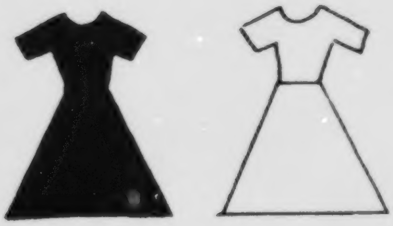
SLIM VERSUS FULL





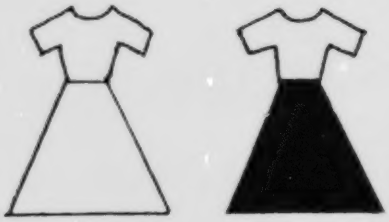
Slim outlines make a person look taller and slimmer. Full-skirted garments make a person look shorter and heavier.

DARK VERSUS LIGHT



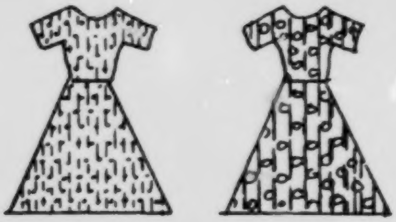
Dark colors make the figure look smaller. Light colors make the figure look larger. In addition, dull colors (and matte fabrics) make the figure seem smaller; bright colors (and shiny fabrics) tend to make it look larger.

SOLID COLORS VERSUS CONTRASTING COLORS



A solid color makes a person appear taller. A dress or separates with the bodice in one color, the skirt in another, make the figure appear shorter.

SMALL PRINTS VERSUS LARGE PRINTS



The size of a print should be in proportion to the size of the wearer. Small prints should be chosen for small figures (they would be dwarfed in a large print) and large prints should be chosen for large figures (small prints would simply draw attention to their size).

When choosing prints, also remember that vertical designs tend to add height, while horizontal designs add width and make one look shorter.

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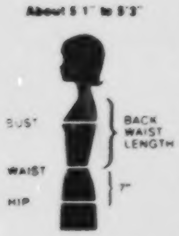
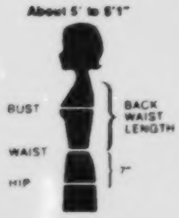

About 5'1" to 5'3"
BUST
BACK WAIST LENGTH
WAIST
7"
HIP

YOUNG JUNIOR/TEEN

This size range is designed for the developing pre-teen and teen figures, about 5'1" to 5'3" without shoes.

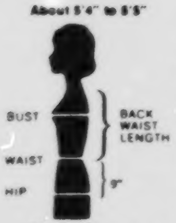
Size	5/6	7/8	9/10	11/12	13/14	15/16
Bust	28	29	30½	32	33½	35 "
Waist	22	23	24	25	26	27 "
Hip	31	32	33½	35	36½	38 "
Back Waist Length	13½	14	14½	15	15⅜	15¾"


About 5' to 5'1"
BUST
BACK WAIST LENGTH
WAIST
7"
HIP

JUNIOR PETITE

Junior Petite patterns are designed for a well proportioned, petite figure, about 5' to 5'1" without shoes.

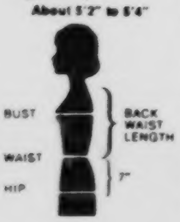
Size	3jp	5jp	7jp	9jp	11jp	13jp
Bust	30	31	32	33	34	35 "
Waist	22	23	24	25	26	27 "
Hip	31	32	33	34	35	36 "
Back Waist Length	14	14¼	14½	14¾	15	15¼"


About 5'4" to 5'5"
BUST
BACK WAIST LENGTH
WAIST
9"
HIP

JUNIOR

Junior patterns are designed for a well proportioned, shorter waisted figure, about 5'4" to 5'5" without shoes.

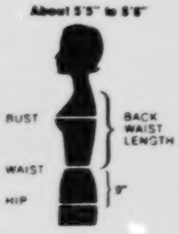
Size	5	7	9	11	13	15
Bust	30	31	32	33½	35	37 "
Waist	22½	23½	24½	25½	27	29 "
Hip	32	33	34	35½	37	39 "
Back Waist Length	15	15¼	15½	15¾	16	16¼"


About 5'2" to 5'4"
BUST
BACK WAIST LENGTH
WAIST
7"
HIP

MISS PETITE

This size range is designed for the shorter Miss figure; about 5'2" to 5'4" without shoes.

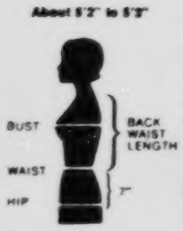
Size	6mp	8mp	10mp	12mp	14mp	16mp
Bust	30½	31½	32½	34	36	38 "
Waist	23½	24½	25½	27	28½	30½"
Hip	32½	33½	34½	36	38	40 "
Back Waist Length	14½	14¾	15	15¼	15½	15¾"


About 5'5" to 5'6"
BUST
BACK WAIST LENGTH
WAIST
9"
HIP

MISSES

Misses' patterns are designed for a well proportioned, and developed figure; about 5'5" to 5'6" without shoes.

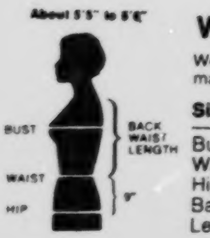
Size	6	8	10	12	14	16	18	20
Bust	30½	31½	32½	34	36	38	40	42 "
Waist	23	24	25	26½	28	30	32	34 "
Hip	32½	33½	34½	36	38	40	42	44 "
Back Waist Length	15½	15¾	16	16¼	16½	16¾	17	17¼"


About 5'2" to 5'3"
BUST
BACK WAIST LENGTH
WAIST
7"
HIP

HALF-SIZE

Half-size patterns are for a fully developed figure with a short back waist length; about 5'2" to 5'3" without shoes.

Size	10½	12½	14½	16½	18½	20½	22½	24½
Bust	33	35	37	39	41	43	45	47 "
Waist	27	29	31	33	35	37½	40	42½"
Hip	35	37	39	41	43	45½	48	50½"
Back Waist Length	15	15¼	15½	15¾	15⅞	16	16⅛	16¼"


About 5'5" to 5'6"
BUST
BACK WAIST LENGTH
WAIST
9"
HIP

WOMEN

Women's patterns are designed for the larger, more fully mature figure; about 5'5" to 5'6" without shoes.

Size	38	40	42	44	46	48	50
Bust	42	44	46	48	50	52	54"
Waist	35	37	39	41½	44	46½	49"
Hip	44	46	48	50	52	54	56"
Back Waist Length	17¼	17⅜	17½	17⅝	17¾	17⅞	18"

CASE SIZING PROBLEMS

39

Find the pattern size and type of the following measurements. Refer to the preceding page.

SIZE	BUST	WAIST	HIPS	TYPE
	31	24½	33½	
	34	26½	36	
	32	24½	34	
	41	35	43	
	37	29	39	
	30½	23½	32½	
	31½	24	33½	

PRE-TEST: PATTERN ENVELOPES

39

Name ________________________________

WRITE TRUE IF THE STATEMENT IS TRUE; FALSE IF THE STATEMENT IS FALSE.

______ One does not need to measure when buying a pattern.

______ Measurements do not have to be exact.

______ One can measure with a yardstick.

______ The seamstress can take all measurements with all the customer's clothes on.

______ Measurements will be more accurate with the help of a friend.

______ A pattern envelope will direct the seamstress to the correct size.

______ A pattern envelope will show more than one view.

______ The seamstress is able to construct several different garments with the different views and fabrics.

______ A pattern envelope does not tell the number of pattern pieces for a given view.

______ A pattern envelope does not give the bust size along with the dress size.

THE PATTERN ENVELOPE

THE ENVELOPE BACK

39

Answer questions with the information found on the back of your pattern envelope:

1. What are the suggested fabrics for this pattern?

2. What advice is given for special fabrics?

3. How many pattern pieces are given?

4. List the pattern pieces given:

5. What views are shown on the envelope back?

6. How much fabric is needed for View 2, Size 12?

7. What sewing notions are needed for View 1?

8. What are the finished garment measurements for View 1, Size 10?

Name ______________________________

Sewing Techniques

1. List four things to remember when getting ready to sew at the machine:

2. What is the standard stitch length?

3. What is the standard seam allowance?

4. What is the stitch regulator set on for basting?

5. What do you follow step-by-step in the construction of your garment?

6. What is the purpose of stay stitching?

7. What number is the stitch regulator set on for stay stitching?

8. How far do you stay stitch from the edge of the fabric?

9. How are darts constructed?

10. In what direction are darts pressed?

11. How are all seams pressed? (unless otherwise directed by guide sheet)

12. What is used in collars to give them extra shaping?

13. Why is it necessary to clean finish facings and hems?

Customer-Dressmaker Situations

14 (182-186)

Test your skill in customer-dressmaker relationships. Listen to taped situations involving a dressmaker and customer. Answer the questions about each situation.

SITUATION I

Mona has been a dressmaker for about 6 months. She is just getting established with customers. Mrs. Gregory comes to pick up a garment which Mona has completed for her daughter.

Mona: Hello, Mrs. Gregory. Come in, the dress is ready for you.

Mrs Gregory: Oh, good. Sandie wanted to wear it to a party this weekend, and she was so excited when I told her it was ready. How much do I owe you?

Mona: Five dollars.

Mrs Gregory: Mona, I know you only charged Mrs. Gray $4.00 for a dress you made for her.

Mona: Yes Mrs. Gregory, but the dress was quite a bit simpler than this one, and the fabric was not as difficult to work with.

Mrs. Gregory: Well, I really don't see how you can charge people different prices. Have you charged anyone else more than $4.00?

Mona: Yes, I have.

Mrs. Gregory: Can you tell me who and what the garment was like?

Mona: Well, I really can't exactly remember.

Mrs. Gregory: Do you have any records of prices you could show me?

Mona: No, I haven't had time to begin keeping records yet.

Mrs. Gregory: Well, I guess there is nothing I can do but pay you!

Mona: Well, I'm sorry, Mrs. Gregory. I guess I should begin keeping records. I hope you will call me again when you have more sewing.

Mrs. Gregory: Well, I'm not sure that I need anymore sewing done. Good-bye.

After Mrs. Gregory left, Mona felt quite unhappy. She knew that she had lost a customer.

SITUATION II

Lisa is married and has been a dressmaker for a few months. She is getting a slow start and really can't figure out what is wrong.

Lisa: I don't know why I don't have more customers! I don't know what I'm doing wrong.

Phone rings.

Lisa: Hello (pause) Yes, Mrs. Gray, I can have the dress ready earlier. Is next Tuesday early enough? (pause) All right, good-bye. Well, I guess I will have to get busy and get that dress finished. Well, its about 3 hours before I need to start dinner, so I have some time to work.

(pause)

Lisa's husband: Hi, dear. What's for dinner?

Lisa: Oh, dear I didn't realize it was time for you to get home. I'll fix something now. I have been working on this dress so it would be ready for Mrs. Gray next Tuesday, and I forgot to notice what time it was.

Husband: Well, don't forget Mother is staying with us this weekend, and you will need to keep her busy.

Lisa: Oh, I did forget, but I'm sure we'll manage.

Time passes and it is Monday. The dress is supposed to be ready tomorrow. Lisa is hurrying to finish the dress. However, because she is trying to go to fast, her work is not as good as usual. She must finish the dress; so she does not correct mistakes in her sewing. She finishes late that night and wearily drags to bed. Tuesday comes and Mrs. Gray knocks on the door.

Lisa: Hello, Mrs. Gray. Here is your dress. I had to hurry, but I did finish it.

Mrs. Gray: Well, I hope you didn't have to hurry too much. Here is your money.

Lisa: Thank you and I hope you enjoy the dress.

After Mrs. Gray gets home, she looks at the dress and is quite unhappy with the workmanship. She decides to look for another dressmaker.

SITUATION III

Joanie has been a dressmaker for about a year. However, her customers are gradually taking their business to other dressmakers. Joanie really doesn't know why. See if you can decide why she is losing customers.

(Phone rings)

Mrs. Brown: Joanie, I just wanted to check to be sure the dress was ready before I came by.

Joanie: Well, I'm glad you called because it is going to take me a few more days to finish it.

Mrs. Brown: Oh, are you having trouble with it?

Joanie: No, I just didn't work on it this weekend because some friends called and wanted me to go out of town with them.

Mrs. Brown: (irritated) Well, I do hope you will have it ready by the end of the week!

Joanie: Well, I'm pretty sure I will. Bye.

(Phone rings)

Joanie: Hello.

Irene: Hi, Joanie. Are you busy?

Joanie: No, one of my customers just called and got upset because I didn't have her dress ready.

Irene: Oh, well, I was going to see if you could go to the show with me this afternoon, but I guess you can't.

Joanie: No, I'll go. She can wait a few days for that dress even if she doesn't want to!

SITUATION IV

Barbara has been a dressmaker for one year. She has quite a few steady customers. She manages to keep her dressmaking activities and homemaking activities done on time. After being on vacation, Mrs. Smith has brought fabric and a pattern to Barbara for a new dress.

Barbara: Did you have a nice vacation?

Mrs. Smith: Oh, yes. We had a lovely time and the food was so good! I know I gained a few pounds, but I certainly enjoyed it!

Barbara: Well, you certainly don't look like you gained weight, but perhaps we should take your measurements again just to be sure the pattern alterations are correct.

Mrs. Smith: Well, that might be a good idea, or could you just alter the garment if changes need to be made.

Barbara: Well, usually altering the pattern results in a better fit, and it would be a shame if such a pretty dress didn't fit well.

Mrs. Smith: Well, it will only take a few minutes, and I would hate for the dress to fit poorly.

Barbara: Let's see; you brought all the necessary materials. I can have the dress ready in two weeks. Is that all right?

Mrs. Smith: Well, I really would like to have it sooner.

Barbara: Well, you can see on my schedule that I have two dresses to finish this week, and I really don't think I can have yours ready until next week. I do want to have time to do a good job on it, but I will have it ready as soon as possible.

Mrs. Smith: Well, that's all right. I can wait two weeks for it. Thank you, Barbara.

Barbara: Good-bye and thank you very much.

QUESTIONS FOR SITUATIONS

Situation I

1. What mistake did Mona make as a dressmaker?
2. What could she have done to prevent situations such as this one?
3. Will Mrs. Gregory serve as a good source of advertising for Mona? Why or why not?

Situation II

1. Why did Lisa lose Mrs. Gray as a customer?
2. How could this have been avoided?
3. How could a schedule help Lisa?

Situation III

1. What qualities did Joanie display which are undesirable in a dressmaker?
2. Why do you think she was losing customers?
3. What would you have done if you were the dressmaker?

Situation IV

1. What qualities did Barbara display which are desirable in a dressmaker?
2. How were Barbara's records useful to her?
3. Did Barbara make the right decision by telling Mrs. Smith that she could not have the dress ready sooner? Why or why not?

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PRE-SEWING CLASSROOM ACTIVITIES

Activities

1. Discussion of choosing fabric and pattern.
2. Taking and recording of body measurements.
3. Studying pattern envelope.
4. Demonstration on cutting blouse out.
5. Discussion of pattern symbols.

Pointers of Demonstration on Cutting Fabric Out

1. Tear - don't cut ends.
2. If fabric is not on grain - pull on bias.
3. Find pattern layout on guide sheet.
4. Place fabric on table so that the right side is on the inside.
5. Place and position all pattern pieces on fabric.
6. Pin grain lines after measuring carefully; have teacher double check.
7. Pin pieces down to fabric.
8. Cut with grain; don't lift shears and/or fabric - keep flat on table; take long strokes with shears - not short, choppy strokes.

FIRST DEMONSTRATION AT SEWING MACHINE

I. Review Use of Machine

   A. Have shears and pin cushion with you
   B. Test machine on fabric sample
   C. Take-up lever should be at highest point
   D. Pull both bobbin and top threads back
   E. Remember to leave fabric sample under presser foot when putting machine away

II. Stay Stitching

   A. Purpose - to keep fabric from stretching while working on garment and during laundering
   B. Stitch in direction of grainline
   C. Stitch using a regular machine stitch (stitch regulator set on 12) 4/8" from edge

III. Darts

- A. Pin
- B. Backtack at wider end
- C. Leave threads and tie knot at point
- D. Press - use ham and press toward center

OTHER DEMONSTRATIONS AT SEWING MACHINE

I. Sewing Bodice Front

- A. Standard seam allowance - 5/8"
- B. Follow guide sheet
- C. Press

II. Sewing Bodice Back

III. Sewing Shoulder Seams

- A. Pin darts toward center
- B. Press seams open

IV. Collar

- A. Interfacing - gives body and shaping to collars as well as waistbands, bands, cuffs, etc.; different kinds include pellon, woven, iron-on (woven best because it has a grain line)
- B. Sew right sides together
- C. Trim
- D. Press
- E. Pin and machine baste to blouse

NOTE: Demonstrations will be followed up with individualized instructions.

INDIVIDUALIZED INSTRUCTION

I. Sleeves
   - A. Basting
   - B. Sewing on Cuffs
   - C. Pinning in Fullness
   - D. Sewing on to Blouse

II. Hem
   - A. Clean Finishing
   - B. Slip Stitching or Blind Stitching

III. Buttonholes
   - A. Marking
   - B. Using Attachment

IV. Buttons
   - A. Marking
   - B. Sewing
   - C. Making Shank

V. Final Pressing

Name ________________________________

TEST

1. Tell whether the illustrated lines on display are straight, T, ↑, Y, vertical, horizontal, diagonal

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

2. If you wanted to give an illusion of being smaller, which would you choose to wear -- A or B? (See display)

True or False:

_____ Some people look better in dark colors; other people look better in light colors.

_____ You should consider line and design when choosing a pattern.

_____ When choosing fabric, think about the colors that look good on you.

_____ Vertical lines (lines that run up and down) make a person look taller and slimmer.

_____ Horizontal lines (lines that run across) make a person look shorter and heavier.

_____ Diagonal lines are lines that go up and down.

_____ Dark colors make the figure look smaller.

_____ Light colors make the figure look smaller.

_____ Dull colors make the figure seem smaller.

_____ Bright colors make the figure look larger.

Answer the following questions on the pattern envelope (see display):

1. What are the suggested fabrics for this pattern?

2. What is the pattern number?

3. How many pattern pieces are given?

4. How many views are given?

5. What sewing notions are needed?

6. How much fabric is needed for Top D, size 12, 35" wide fabric?

7. How much fabric is needed for Top D, size 8, 44/45" wide fabric?

8. If your measurements were 34, 26 1/2, 36 what size pattern would you select?

True or False

_____ One does not need to measure when buying a pattern.

_____ Measurements do not have to be exact.

_____ One can measure the body with a yardstick.

_____ The seamstress can take all measurements with all the customer's clothes on.

_____ Measurements will be more exact with the help of a friend.

_____ A pattern envelope will show more than one view.

_____ A pattern envelope does not tell the number of pattern pieces for a given view.

_____ The seamstress is able to construct several different garments with the different views and fabrics.

_____ When cutting out your fabric, your fabric should be "right side inside."

_____ It is most important to measure the grain lines when positioning pattern pieces on fabric.

_____ The selvage is the finished edge of the fabric.

_____ Grain lines should be parallel (running in the same direction) to the selvage.

_____ When transferring markings from pattern to fabric, tracing paper should be placed with the shiny side to the wrong side of the fabric.

If your fabric is off grain, how will you straighten it?

Name ______________________________

TEST

Name three things you should remember to do when starting to sew at the machine:

Matching

______ Stay Stitching

______ Dart

______ Interfacing

______ Tracing Wheel & Tracing Paper

______ Notches

______ Basting Stitch

______ Guide Sheet

A. Used for transferring markings from the pattern to the fabric.

B. Regular stitching sewn on garment pieces to prevent their stretching.

C. Made to fit a curve on the body.

D. Used to give body and shaping to collars.

E. Should be followed step-by-step in the construction of a garment.

F. Show where pattern pieces fit together.

G. Stitch regulator set on 6 - 7.

Multiple Choice

1. Neckline and waistline darts are pressed

   a. to the center
   b. to the sides

2. Seams are pressed

   a. open
   b. to the right
   c. to the left

3. For standard stitch length the stitch regulator should be set on

   a. 10-12
   b. 6-7

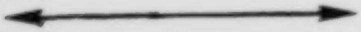
4. For basting, the stitch regulator should be set on

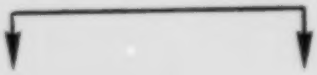
   a. 10-12
   b. 6-7

5. Standard seam allowance is

   a. 5/8 of an inch
   b. 3/8 of an inch
   c. 4/8 of an inch

Tell what the following symbols mean:





True or False

______ Pressing as you sew is very important to the outcome of the garment.

______ If the fabric is not cut on grain, the garment will not hang correctly.

What do we use in the clothing laboratory to press darts with?

Give the order for doing the following:

_____ Sleeves

_____ Hem

_____ Straightening fabric

_____ Buttons

_____ Darts

_____ Cutting fabric out

_____ Buttonholes

_____ Collar

_____ Constructing back

_____ Constructing front

_____ Tracing markings from pattern to fabric with tracing paper and wheel

_____ Stay stitching

FOOD SERVICE - PREPARATION OF SALADS AND VEGETABLES, YEAST BREADS, MEATS, AND FOUNTAIN SERVICE ITEMS

Knowing how to prepare a variety of foods can be helpful to the C.V.A.E. student in securing a job in food service.

Objectives

After completion of this unit students should be able to:

Prepare yeast bread recipes.
Explain correct procedures for making salads.
Apply correct procedures for cooking vegetables.
Identify proper methods for care and cookery of meats, poultry, and seafood.
Prepare a variety of meats using proper techniques.
Demonstrate the ability to work with fountain service equipment.
Gain additional skill in using and caring for commercial kitchen equipment.

Activities

Students will:

1. Participate in class discussion on yeast breads; study handouts.
2. Prepare refrigerator yeast rolls, shaping the dough into various different types of rolls.
3. View the following filmstrips:
   "Song of the Salad"
   "Guide to Vegetables"
   "All About Knives"
4. View salad demonstration given by teacher.
5. Study booklet Salad Facts and do worksheet on salads.
6. Do worksheets on vegetables and cutlery.
7. Prepare vegetable recipes (a variety of vegetables will be prepared utilizing commercial equipment in the lab).
8. View transparencies (made by teacher) and do worksheet on meat cookery.
9. Prepare meat recipes (using griddle or deep fat fryer).
10. Read pertinent parts of Chapter 10 "Salads and Salad Dressings", Chapter 13 "Vegetable Preparation", and Chapters on Beef, Poultry, Pork, and Fish in Food Preparation for Hotels, Restaurants, and Cafeterias; do assignments orally in Food Preparation Student Guide.
11. Read and discuss Chapter 7 "Fountain Service" of Professional Restaurant Service and do related worksheet.

12. Prepare malts, sundaes, and banana splits.
13. Take field trips to one or more local fast food service establishments and a local fountain service establishment.

Resources

Salad Facts, Lipton Kitchens
Professional Restaurant Service
Food for 50
Better Homes and Gardens New Cookbook
Baking Basics
Betty Crocker's Cookbook
Food Preparation Manual
Food Preparation for Hotels, Restaurants and Cafeterias
Food Preparation Student Guide

Evaluation Techniques

Written test on C.V.A.E. level.
Self evaluation of lab products using evaluation forms.

YEAST BREADS
CAUSES OF POOR QUALITY
1 (28)

OUTSIDE APPEARANCE

Poor shape:	Improper shaping; not enough rising time.
Too small:	Too much salt; not enough yeast; not enough rising time; oven temperature too high.
Too pale:	Not enough sugar; oven temperature too low.
Too large:	Not enough salt; too much yeast; rising period too long; oven temperature too low.
Too dark:	Too much sugar; not enough rising time; oven temperature too high.
Uneven color:	Improper shaping; incorrect placement in oven; uneven heat in oven.
Tough:	Not enough shortening; not enough rising; overbaking.
Too thick crust:	Overbaking.
Cracks:	Cooling too quickly.
Lack of shred:	Overkneading; rising time too long.

INSIDE APPEARANCE

Poor color:	Too much yeast; rising time too long; oven temperature too low.
Streaks:	Improper mixing of dough; too much flour used during kneading and shaping load.
Coarse:	Dough too soft; rising time too long.
Uneven:	Improper punching and shaping.
Poor texture:	Too much flour; rising time too long; overkneading.
Flavor:	Wrong proportions of ingredients; rising time too long.

STANDARDS FOR YEAST BREADS AND ROLLS

1 (29)

OUTSIDE CHARACTERISTICS:

Shape:	Well-proportioned; rounded top.
Size:	Large but not airy in proportion to weight.
Color:	Golden brown.
Crust:	Tender; crisp; even thickness; free from cracks.

INSIDE CHARACTERISTICS:

Color:	Creamy white; free from streaks.
Grain:	Fine; thin-walled cells, evenly distributed.
Texture:	Tender; soft; slightly moist.
Flavor:	"Wheaty", sweet, nutty.

SALAD DEMONSTRATION

Three types of salads to be demonstrated:

1. Green - converted to a chef
2. Gelatin
3. Meat

Make green salad in class with lettuce, tomato, carrots, green peppers, green onions, celery, radishes, etc. Convert to chef salad by adding ham, cheese, and eggs.

Demonstrate different ways to cut vegetables.

Demonstrate preparation of thousand island dressing and oil-vinegar dressing.

Demonstrate the following garnishes:

radish roses
carrot curls
pickle fans

Have students unmold individual gelatin molds prepared ahead of time.

Have students serve chicken salad (prepared ahead of time) on crackers.

NOTES FOR SALAD DEMONSTRATION:

Salads can be

1. an appetizer
2. an accompaniment
3. a main dish
4. a dessert

Factors to remember when working with lettuce:

1. wash thoroughly
2. pat dry with towel
3. store in refrigerator for crispness
4. tear into bite-size pieces

Name ______________________________

SALADS

1. Salads can be served as different parts of the meal. Name four.

2. Name at least three types of salads.

3. List four steps to follow in preparing lettuce for a green salad.

4. How do you unmold a gelatin salad?

5. What is a garnish? Give three examples.

6. Why are garnishes important in food service establishments?

7. What is a chef salad?

SAFETY PRACTICES IN USING CUTLERY

39

Proper use and care of knives is an important factor in keeping knives in good condition. Following are some guidelines for using knives:

1. Use the correct knife for a particular job.
2. Use a cutting board whenever possible.
3. Always wash and wipe a knife from the back of the blade, being sure that the fingers do not extend to the cutting edge.
4. Do not put a knife down into water where it is not easily seen.
5. When carrying a knife, hold it with the point downward.
6. Do not use a knife as a lever to pry jar lids off or for other similar purposes.
7. Do not use a knife for cutting paper and string or for sharpening pencils.
8. A sharp knife is safer than a dull knife if it is used effectively and thoughtfully.
9. Knives stored in racks or in slots in drawers can be picked up with more safety than those which are thrown into a drawer.
10. Do not use a knife to turn food, such as hamburger patties, steaks, porkchops, or pancakes, since heat will damage the blade.

Questions:

1. Identify the knives in the illustrations on the right.

A. ____________________

B. ____________________

C. ____________________

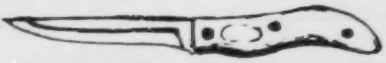
D. ____________________

E. ____________________

F. ____________________

G. ____________________

A.



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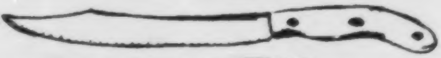
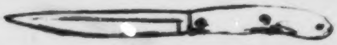
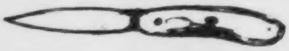


C.



D.

E.



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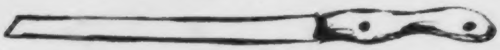
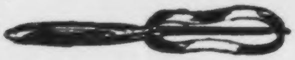


G.



2. Write the letter of the knife illustrated in question 1 that you would use for each of the tasks listed below.

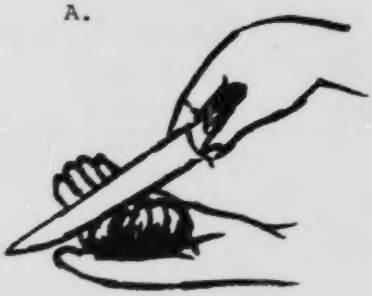
FOOD PREPARATION TASKS

_____ 1. cutting cakes
_____ 2. peeling carrots
_____ 3. coring lettuce
_____ 4. chopping parsley
_____ 5. slicing bread
_____ 6. paring and sectioning fruits
_____ 7. removing meat from the bones
_____ 8. cutting sandwiches
_____ 9. slicing raw fruits
_____ 10. paring fruits and vegetables
_____ 11. slicing tomatoes
_____ 12. dicing raw meat

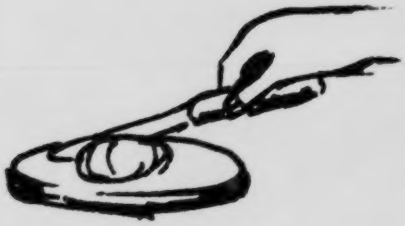
Select the correct practice in each of the following examples:

3. Chopping

A.

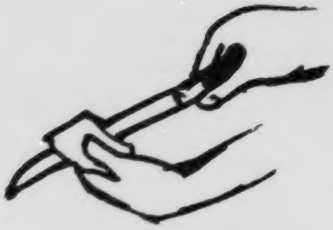


B.



4. Washing or Wiping a Knife

A.



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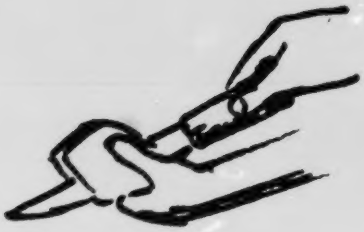
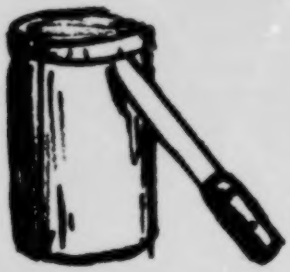


5. Opening a Jar

A.



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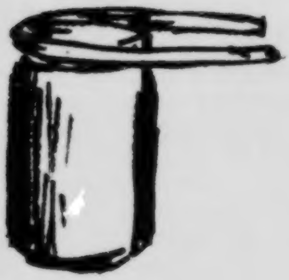
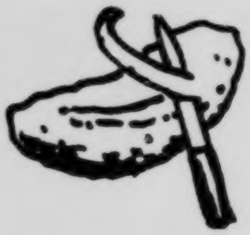


6. Paring a Potato

A.



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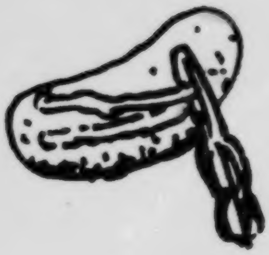
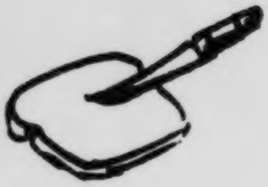


7. Spreading Sandwiches

A.



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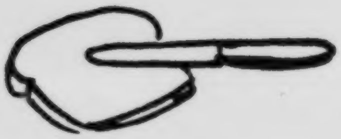


Name ______________________________

VEGETABLES

1. Name five vegetables often served in cafeterias.

2. What nutrients do vegetables have in them?

3. List vegetables rich in Vitamin A:

4. List vegetables rich in Vitamin C:

5. How many servings should one get each day from the vegetable-fruit group?

6. List three points to remember when cooking vegetables?

7. How can you conserve nutrients when cooking vegetables?

Name ____________________________

MEAT COOKERY

1. List meats often served in cafeterias.
2. Name foods that are poultry:
3. Name some seafoods:
4. What are other classifications of meat?
5. What is the main nutrient found in meat?
6. List two basic methods of cooking meat:
7. List dry methods of cooking meats:
8. List moist methods of cooking meats:
9. List three ways meat may be tenderized in food service establishments:
10. List some pointers on cooking hamburger patties on the grill:
11. List some pointers for frying chicken in the deep fat fryer:
12. True or False:

_____ Poultry and fish should be washed before cooking.

_____ Beef should be washed before cooking.

_____ Meat should always be thawed in the refrigerator.

FOUNTAIN SERVICE

1. In food service, why is it important to dip ice cream so that you always give the same amount?

2. List four suggestions for dipping ice cream:

3. What is the difference between a malt and a milk shake?

4. List seven fountain items:

5. List sanitation rules that should be observed by the fountain server:

6. On the back of this page, sketch how you would make a malt, a sundae, and a banana split. Be sure to label each ingredient and the fountain service item.

Name ______________________________ Date ___________________________

C.V.A.E. Test

1. Name three types of salads:

2. How do you unmold a gelatin salad?

3. Name a vegetable rich in Vitamin A.

4. Name a vegetable rich in Vitamin C.

5. Why should you cook vegetables in only a small amount of water?

6. Why should you cook vegetables whole or cut in large pieces?

True or False

_____ One should get two servings from the fruit-vegetable group each day.

_____ When preparing lettuce for a salad, cut it into bite size pieces.

_____ It is important to wash greens gently but thoroughly.

_____ Greens should be refrigerated in a plastic bag or container or in the crisper section of the refrigerator.

_____ Bring water to a boil before adding vegetables.

_____ Salads and vegetables are high in calories.

_____ A green salad should be chilled until serving. The dressing should be added just before serving.

_____ Salads and vegetables can add color and variety to a meal.

_____ You should cook vegetables in just enough water to cover the vegetables.

_____ When unmolding a gelatin salad - if you leave the mold in warm water too long, the gelatin will melt.

Matching

_____ Garnish	1. Decoration for a meal made from food
_____ Chef Salad	2. Food served before a meal
_____ Appetizer	3. Main dish salad containing protein foods

Always pare off as thin a layer as possible when paring vegetables. Why?

Give two examples of garnishes.

Name two ways you can conserve (save) nutrients when cooking vegetables.

What main nutrient is found in meat?

Name foods that are poultry.

Name foods that are seafoods.

True or False

_____ Tough cuts of meat should be cooked using a moist method of cooking.

_____ Tough cuts of meat cost more than tender cuts of meat.

_____ Poultry and fish should not be washed before cooking.

_____ Beef should be washed before cooking.

_____ The best place to thaw meat is in the refrigerator.

_____ When cooking hamburger patties, the grill should be cleaned daily.

_____ When frying chicken, place pieces in basket so that they touch each other.

What do we use to clean the grill?

Why should you never press down on hamburger patties while cooking them?

Why is it important to warm hamburger buns?

When frying chicken it is important that the temperature be correct. What will happen if the temperature is too low? too high?

How do we filter fat from the deep fat fryer? Why is it important to do so?

Tell which of the following are yeast breads, which are quick breads.

rolls -

pancakes -

muffins -

bread -

What purpose does fat or shortening serve in rolls or bread?

What is the purpose of yeast?

Why should you learn to dip ice cream so that you always give the same amount?

What's the difference between a malt and a shake?

True or False

_____ If ice cream is hard, dip the scoop in warm water so that the ice cream will slide off easier.

_____ Keep the surface of ice cream container level at all times.

_____ Never cut ice cream. Press down on ice cream to squeeze the air out.

FOOD SERVICE - QUANTITY FOOD PREPARATION AND SERVICE
CUSTOMER SERVICE TECHNIQUES

C.V.A.E. students at this point in their training should have an understanding of sanitation and safety, should be able to use a standarized recipe, work with commercial kitchen equipment and have basic food preparation knowledge. They are now ready to advance to quantity food preparation and service.

Food service personnel must be able to serve customers quickly and efficiently. Knowledge of general procedures for serving food, taking orders, bussing, and handling of money contribute to the employability of C.V.A.E. students.

Objectives

After completion of this unit the students should be able to:

Demonstrate the ability to efficiently prepare and serve meals in quantity.
Perform customer service tasks quickly, efficiently, and quietly.
Describe duties of a busgirl, waitress, hostess, and cafeteria worker.
Determine correct procedures for taking orders and writing checks.
Identify appropriate procedures for handling money.
Solve problems in increasing and decreasing recipes.
Gain additional insight to food service sanitation.
Gain additional skill with food service equipment.

Activities

Students will:

1. Obtain public health cards.
2. Prepare and serve one meal a week cafeteria style to faculty and staff members at school; approximately forty people will be served each week (menus and work plans will be prepared by teacher); approximately ten to twelve meals will be served.
3. Review personal sanitation; study handouts.
4. Review equipment in commercial kitchen; view display of equipment not previously worked with.
5. Read study sheets and do worksheets on food borne illnesses.
6. View the following filmstrips:
   "The Unwanted Four"
   "The Freeloaders"
   "Protecting the Public"
   "The Waitress"
   "The Cafeteria Worker".
7. Do worksheets (made by teacher) on increasing and decreasing recipes.

8. View display of portioning tools and do lessons on proper portioning.
9. Study handouts on basic rules for table service; do worksheets.
10. Study handouts on bussing, waitressing, hostessing.
11. Study handouts on techniques in tray handling; do worksheet.
12. Do lessons on taking orders.
13. Do lessons on handling money.
14. Practice giving change.
15. Study menus (supplied by teacher) and practice taking orders.
16. Read handouts on problem situations in food service.
17. Take field trips to one or more local cafeterias and restaurants.

Resources

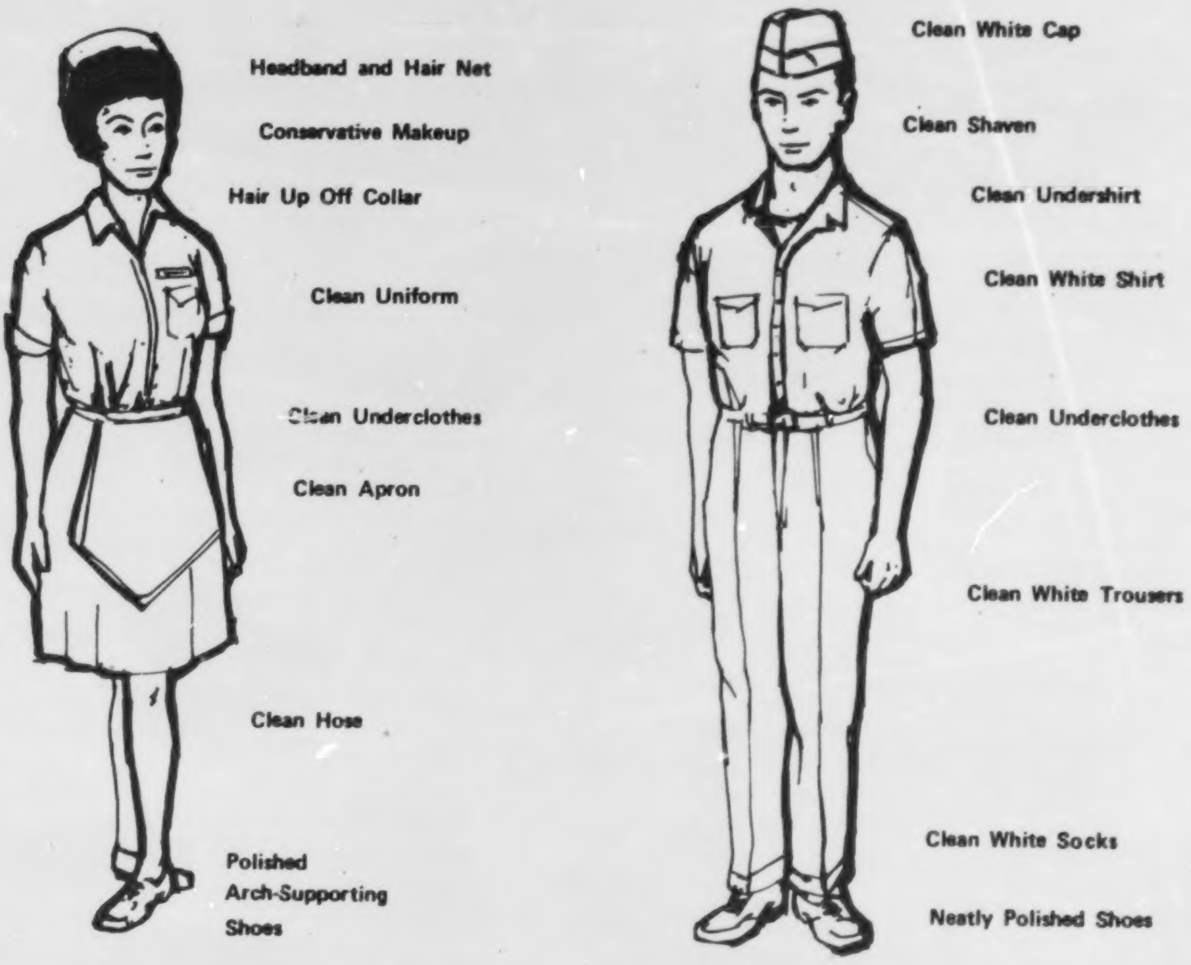
Food Services, Texas Tech
Commercial Foods - Production and Management, Oklahoma
Food for 50
Better Homes and Gardens Cookbook
Betty Crocker's Cookbook
Food Preparation for Hotels, Restaurants, and Cafeterias
Professional Restaurant Service
Materials from C.V.A.E. Workshops at Texas Tech and The University of Houston

Evaluation Techniques

Oral evaluation of meals prepared and served to faculty and staff
Written tests on C.V.A.E. level

INFORMATION SHEET

4 (47-A - 48-A)


Headband and Hair Net
Conservative Makeup
Hair Up Off Collar
Clean Uniform
Clean Underclothes
Clean Apron
Clean Hose
Polished Arch-Supporting Shoes
Clean White Cap
Clean Shaven
Clean Undershirt
Clean White Shirt
Clean Underclothes
Clean White Trousers
Clean White Socks
Neatly Polished Shoes

Proper uniform for the well-groomed worker

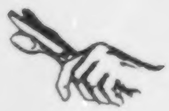
INFORMATION SHEET

A. Requirements for good physical health

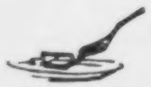
1. Three well-balanced meals daily
2. Proper amount of sleep
3. Moderate exercise
4. Regular physical checkups

B. For the health of others

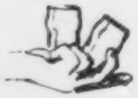
1. Grip silverware by handles only



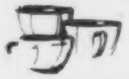
2. Pick up butter pats with forks, do not leave your fingerprints



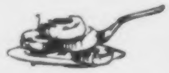
3. Handle glasses by the base or stem, not by the rim



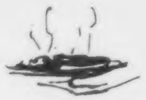
4. Try not to stack cups--the one underneath gets the dirt from the one on top



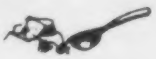
5. Handle donuts and pastry with a fork or a piece of clean waxed paper, not with your hands



6. Keep your hands and fingers out of plates of food; they belong on the edge and underneath



7. Pick up ice in a scoop, not with your hands



INFORMATION SHEET

8. Bathe daily

9. Wear a clean uniform

10. Keep your hair neat with hair spray or a hair net

11. Wash your hands and nails frequently, especially after visiting the lavatory

12. Do not smoke in food preparation areas

13. Keep your hands away from your face and hair

14. If you have a cold or sore throat, stay at home in bed

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INFORMATION SHEET

Food Handling

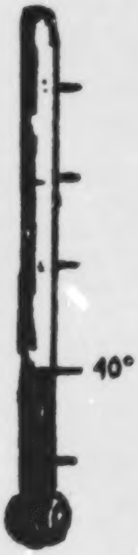
39

I. In order to grow, bacteria need:

  A. Food
  B. Moisture
  C. Warm temperature to stay alive and to multiply.

II. There are four basic rules which can be used as guidelines in handling and serving food.

  A. KEEP FOOD COLD: Food poisoning bacteria are not killed by low temperatures. All perishable foods should be refrigerated as soon as possible after delivery. Food products such as salads or cream-filled desserts containing carbohydrates or proteins should be refrigerated immediately after preparation. Leftovers should be refrigerated as soon as possible. It is not advisable to keep leftovers more than 24 hours. Do not mix leftovers with fresh food. Food that has been held at room temperature for several hours should not be considered safe and cannot be made so by refrigeration.



The use of shallow pans, about 4 inches deep for refrigeration of large amounts of food allows the food to cool more rapidly than it would in very deep containers. Stirring food also helps to reduce the length of cooling time. Food should never be allowed to stand at room temperature for several hours to cool. If large amounts of food need to be refrigerated, it can be cooled partially by placing the pans of food in cold water before putting them in the refrigerator.

  B. KEEP FOOD HOT: The danger zone for growth of bacteria is between 40° and 140°F. Hot foods should, therefore, be held at a temperature of at least 140°F.

It is important that such foods as pork, poultry, eggs, ground meats, and dehydrated food products, be cooked thoroughly to destroy certain types of bacteria. Temperatures of 165° to 170° should be reached in the center of the food.

C. KEEP TIME IN DANGER ZONE SHORT: Foods should not be held at temperatures between 40° and 140°F for more than four hours. One hour in the morning, at lunch & two hours at a third time add up to the four hour limit. Certain foods are more likely to be contaminated during these in-between temperatures than others.

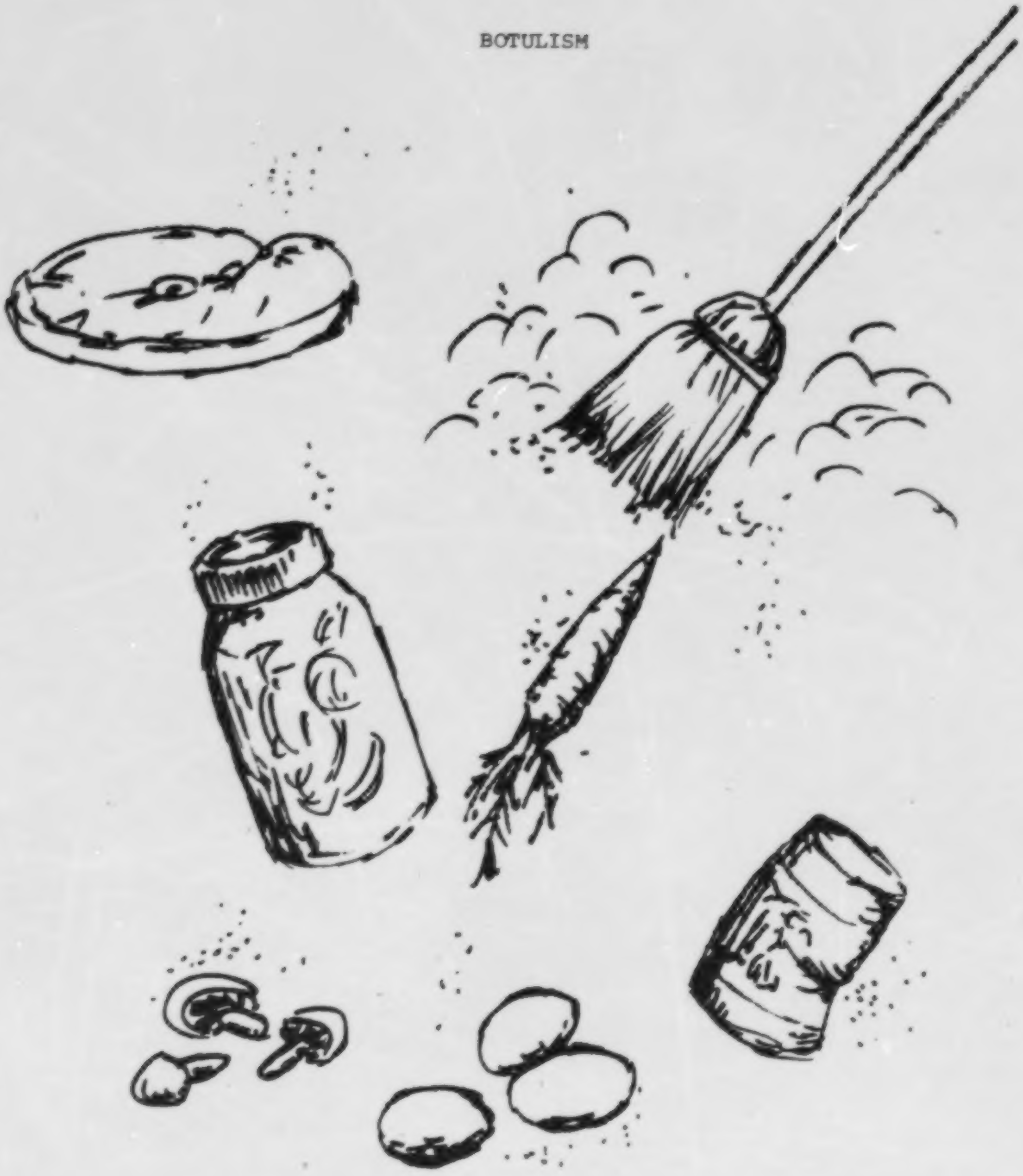
D. KEEP FOOD CLEAN: One way to keep food clean is to use clean equipment.

1. All kitchen equipment used in the preparation or serving of food should be thoroughly cleaned after each use.
2. All utencils used in the preparation and/or service of food should be cleaned and sanitized thoroughly before being used.
3. After it is cleaned, all equipment should be handled and stored properly to prevent contamination.

III. FOOD MAY BE INFECTED:

A. When a person sneezes or coughs.
B. When hands have not been washed properly.
C. By fingernails which have not been cleaned properly.
D. By handling food with hands, instead of using the proper utensils.
E. By using dishes not sanitized properly.
F. By employees who are not well.
G. When food is handled by persons with cuts or infections on their hands.

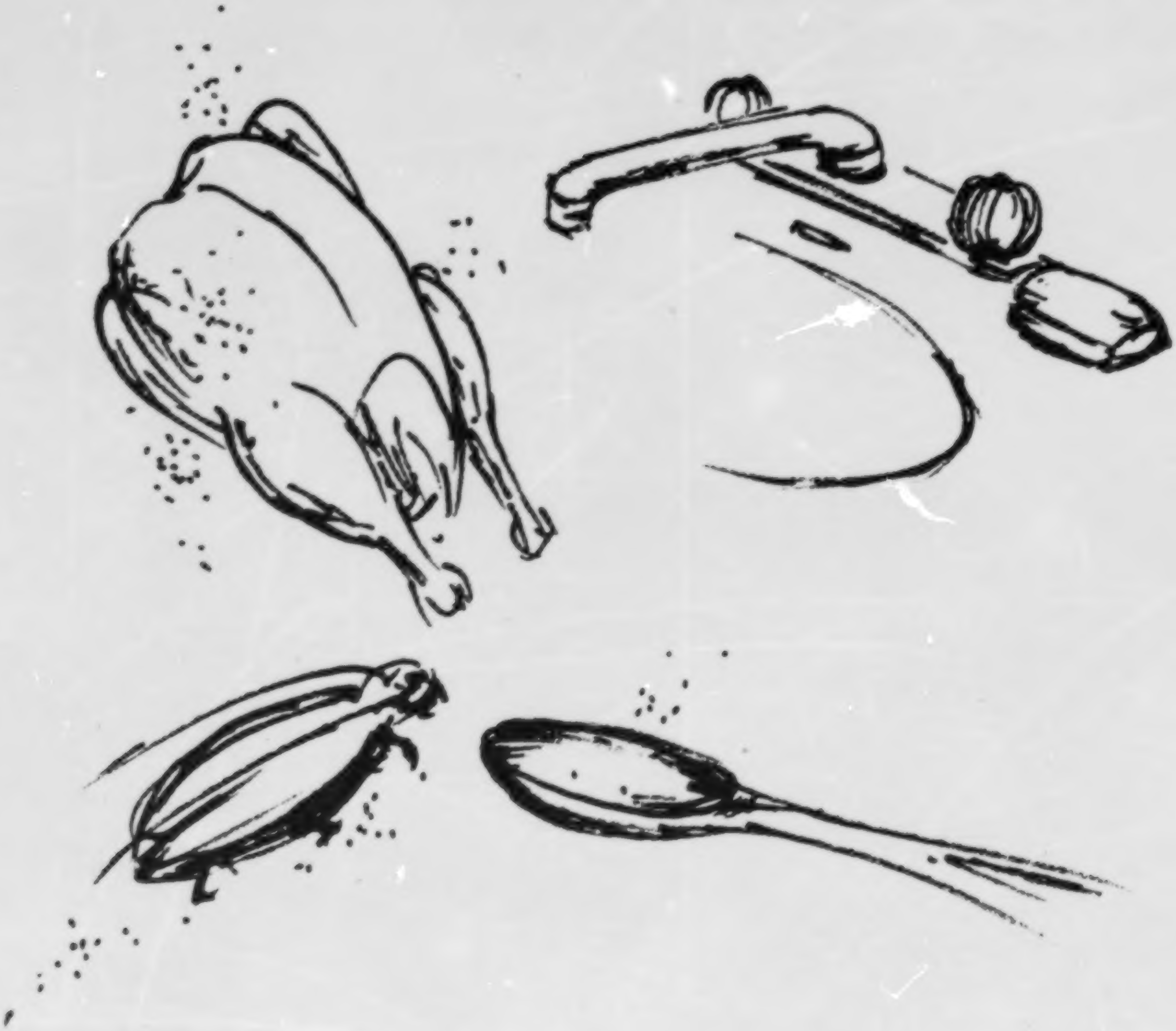
BOTULISM



FOUND: Soil and dust are undoubtedly the source of contamination by these bacteria for vegetables. Also found in the intestinal tract of animals, which could be the source of the poison in meat and meat products.

FOODS AFFECTED: Home canned vegetables or meats. Foods low in acid, such as string beans and beets have been involved.

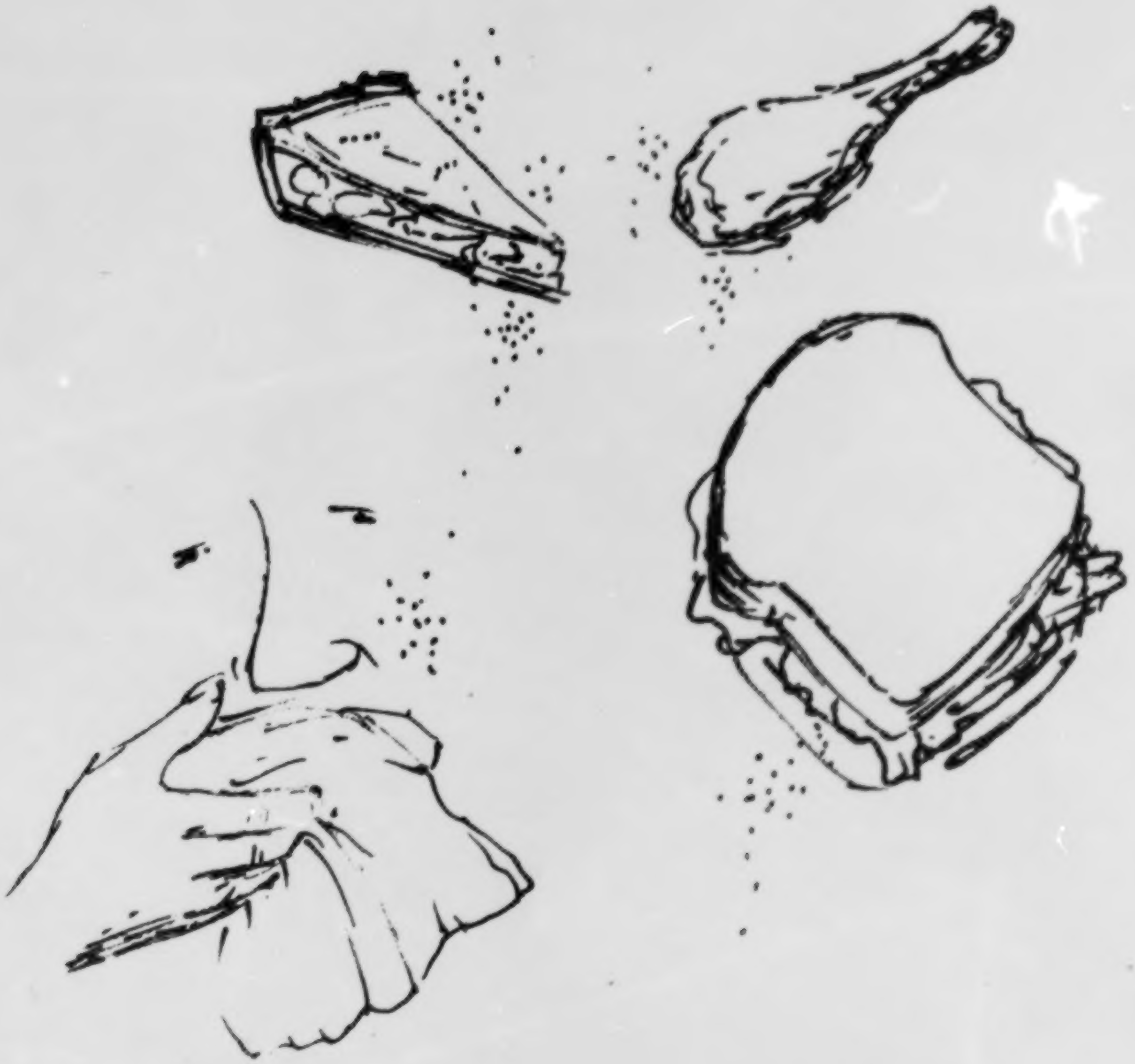
SALMONELLA



FOUND: On workers who do not wash their hands properly after restroom visits or after handling raw poultry. Mice, rats or cockroaches may contaminate food by dragging filth over food and utensils.

FOODS AFFECTED: Meat, milk, milk products, eggs, poultry, meat pies, and custard-filled bakery goods.

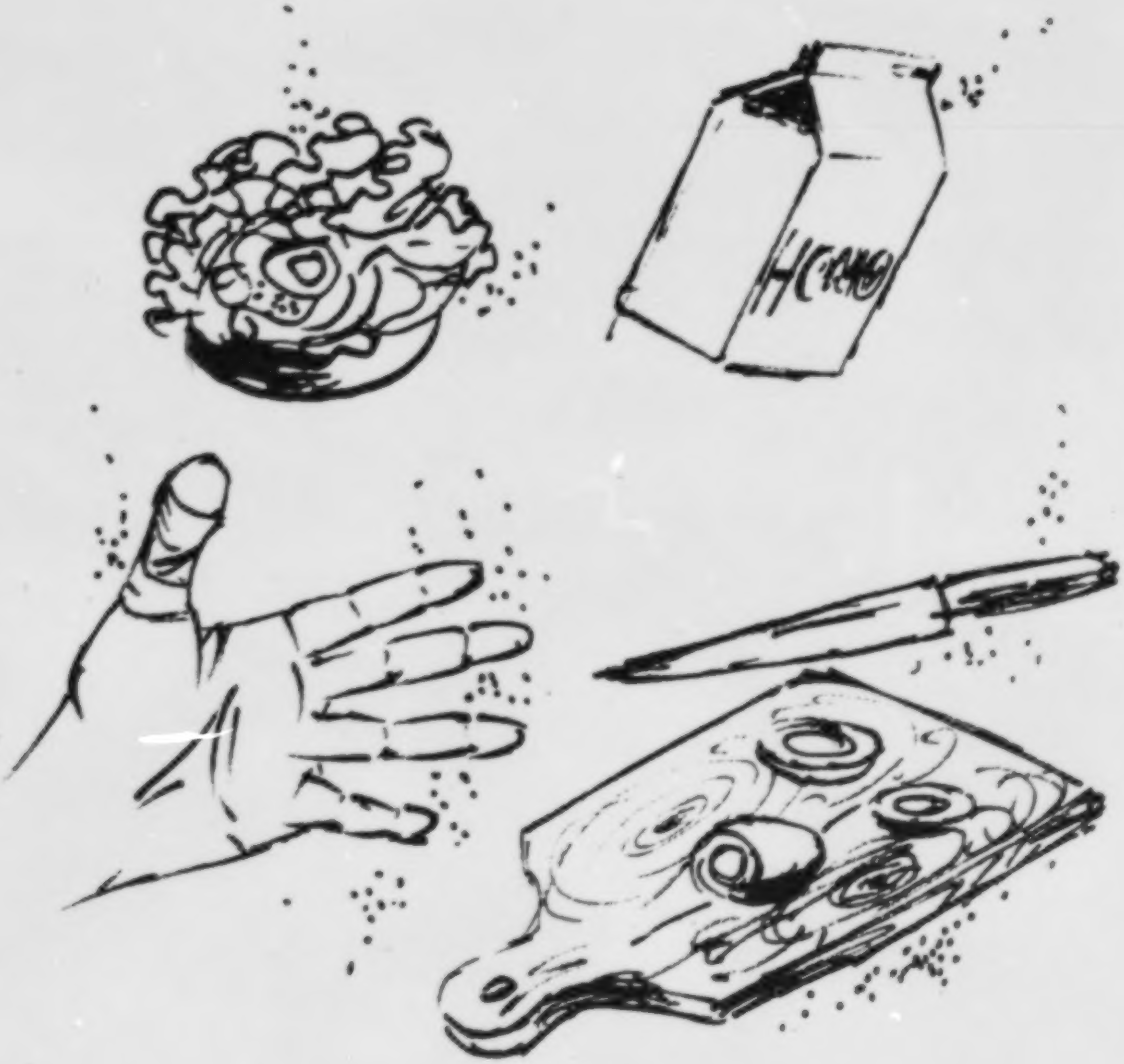
STAPHYLOCOCCUS



FOUND: In throats of individuals and persons recovering from a cold; on skin, in acne, lesions, pimples, boils, carbuncles, infected cuts, and infected burns. Droplets from nose and throat, sneezed or coughed into the air could contaminate air, clothing, skin, handkerchiefs or disposable tissue.

FOODS AFFECTED: Prepared or unheated foods, such as custard-filled pastries, cream pies, egg or potato salads, fish, meat products, sandwiches, and cream dishes, ham, poultry dressing, or turkey salad.

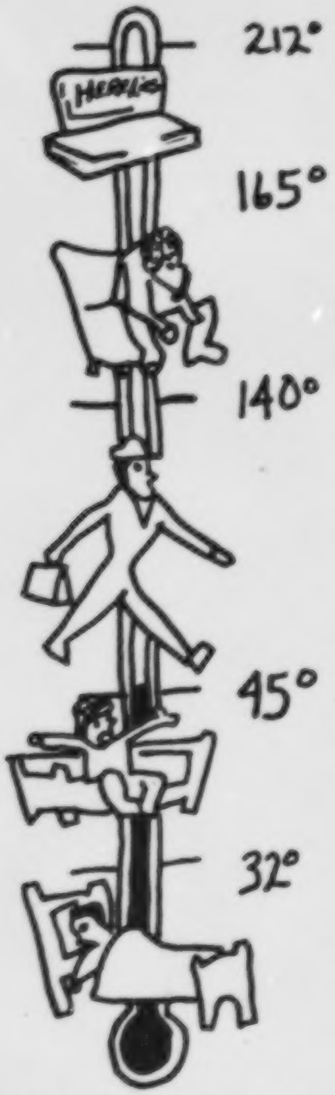
STREPTOCOCCUS



FOUND: In intestinal tracts of man and animals; in discharge from nose, throat, and in wounds. Foods may be contaminated by soiled hands, droplet infections due to coughing, sneezing or even talking.

FOOD AFFECTED: Turkey, chicken, eggs (and salads containing these food items), milk and gravies.

Bacteria die or stop increasing when (a) spilled food is removed, (b) moisture is removed, and/or (c) food is kept very hot or very cold. The effect of temperature on the control of bacterial growth in foods is shown in the illustration below.



COOKING ZONE: Destroys most bacteria in a few minutes, provided the entire mass reaches the cooking temperature.

WARMING ZONE: Prevents multiplication but allows survival for hours.

DANGER ZONE: Keep food out of this temperature range except for short periods of time.

COOLING ZONE: Safe for relatively short periods of time--prevents multiplication.

SUBFREEZING ZONE: Prevents multiplication but most bacteria survive freezing.

Fahrenheit thermometer for control of bacteria. Control of temperature and time is a dependable way to kill bacteria or prevent their growth.

Worksheet
39

1. What are the four most common causes of food-borne illnessess?

2. What is the source of salmonella germs?

3. What foods do salmonella germs contaminate?

4. Where are the staphylococcus germs found?

5. What foods are often involved in staph poisoning?

6. Where are botulism germs found?

7. In what foods is botulism likely to be found?

8. Where are streptococcus germs found?

9. What foods do they affect?

10. What are the four basic rules for handling and serving food?

11. What three things do bacteria need in order to grow and multiply?

12. What three things kill bacteria or stop them from increasing?

INFORMATION SHEET: REASONS FOR PORTION CONTROL

39

The management of the food service operation will determine the appropriate portion size or the amount of food to be served to the customer. This decision is influenced by the type of meals, food choices, serving methods, customers, and the cost of food supplies.

Establishing a portion of a determined size will:

1. Enable the food service personnel to request correct amounts of food and supplies, without overstocking.
2. Make possible the serving of freshly prepared food daily thus preventing the necessity of serving or planning use of leftovers.
3. Cut down on waste and loss of food nutrients.
4. Prevent under-production as well as over-production of food to be served, by using standard yields, recipes, and purchases.
5. Simplify food preparation.
6. Reduce the amount of time required for serving customers' plates.
7. Satisfy the customers' food needs.
8. Provide attractive and uniform servings.
9. Establish a cost control system.

Whatever the determined size of the portion may be, it should appear ample, without looking too standardized. One may accomplish this by selecting the proper size and color of dish and by using skillful methods and a variety of arrangements to improve the appearance of the food.

INFORMATION SHEET: PORTIONING EQUIPMENT
39

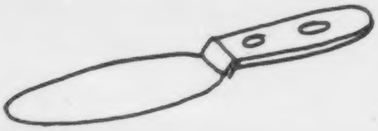
The selection and use of the proper equipment for portioning the different foods makes the task easier. The food service employee should be familiar with the established list of portion sizes used in the establishment where she is employed. The list will include portions per pound, piece, slice, package, or count volume. The employee should learn the size dish or plate on which foods are to be served and the equipment that is required for serving specified foods.

Pre-portioning certain foods assures serving the correct amount during the busy period. Accuracy in pre-portioning is made possible by using the following equipment and portioned foods:

1. Standard size pans which permit the food to be cut into the number of servings indicated in the recipe. The use of a stainless steel ruler or marked pans will insure accurate portions. Examples: brownies, gelatin salad, cake.
2. Standard scoops, ladles, dippers, spoons, ice cream dippers, and tongs in various sizes for specific foods. Examples: mashed potatoes, ice cream, gravy, sandwich fillings, some salads, and desserts, meat balls.
3. Individual and correctly sized casseroles, molds, custard cups, souffle cups, and other dishes. Examples: macaroni and cheese casserole, baked custard, gelatin salads.
4. Standardized scales for weighing portions. Examples: meats.
5. Slicing machines or slicers which give portions of the correct size for breads, vegetables, and meats. Cutters and slicers are also used for butter and cheese.
6. Individual size cream pitchers and individual pots or vacuum containers for hot beverages.
7. Pre-packaged portions of sugar, catsup, mayonnaise, salt, pepper, crackers, cereal, milk, and ice cream.
8. Meats purchased in slices and served or cut into desired number of uniform servings.

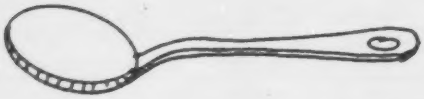
PORTIONING TOOLS

16 (315)

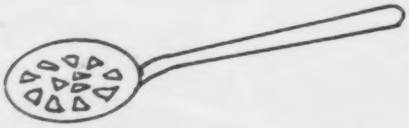


Pie Knife or Server

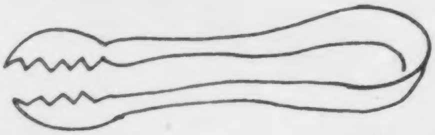
Ladle



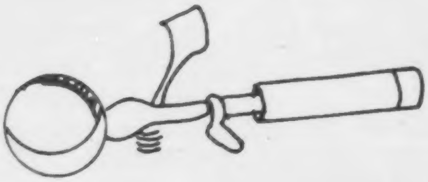
Serving Spoon



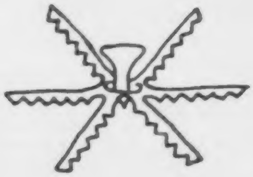
Pierced Spoon



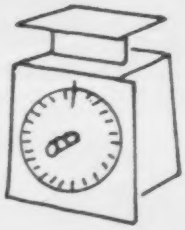
Pom Tongs



Dipper



Pie Marker



Scale

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INFORMATION SHEET: PORTIONING SALADS

39

A SALAD is a food usually served cold. Salads add COLOR and FLAVOR to a meal. They are served with DRESSING.

Now we must learn how to portion salads. Salads should be portioned just before they are eaten. A salad should look fresh and crisp. If it stands too long, it will be limp and soggy. Do not take the salad from the refrigerator more than 20 minutes before you serve it.

1. Just before you serve the salad, add the dressing. Toss the salad very lightly.

2. Use a skimmer to portion large bowls of salad.

3. Use tongs to fill small salad bowls. Be very careful not to squeeze or break the bite-size pieces of salad.

Use tongs to place RELISHES like pickles, carrots, and celery sticks in bowls.

4. Use a pierced or slotted spoon to portion olives from a jar.

5. Use a scoop to portion COLESLAW. Place one scoop of coleslaw in each vegetable dish.

VOCABULARY

Salad - a kind of food usually served cold
Flavor - taste
Limp - soft and hanging down
Soggy - very wet; soaked
Dressing - a liquid food that is added to a salad
Toss - to mix lightly
Relish - a food served with other foods for extra flavor
Pierced - with little round holes in it
Slotted - with long, narrow holes in it
Coleslaw - a salad made from raw cabbage

QUESTIONS:

1. When should salads be portioned?

2. Name the tools you would use to portion these salads.

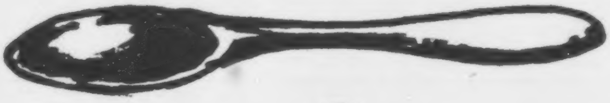
    A. Coleslaw -
    B. Large bowls of tossed salad -
    C. Small bowls of salad -
    D. Carrot sticks -
    E. Olives -

INFORMATION SHEET: PORTIONING CANNED FRUIT

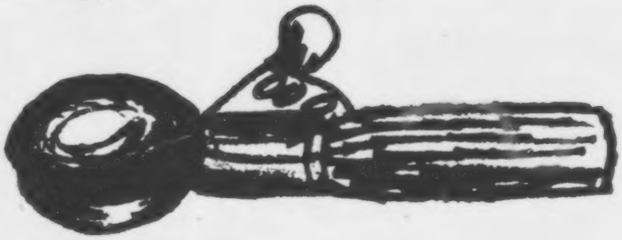
Vocabulary

Fruit - a part of certain plants that you can eat
Chill - to make cold
Amount - how many or how much of something
Moist - just a little damp

You will need a solid serving spoon to portion some fruits.



You will use a scoop to portion other fruits.



You will portion fruit into dessert dishes. You must count the number of dishes before you begin to portion fruit.

There are certain size portions you must learn.

Let's look at these portions and the tools you will need.

Canned Fruit	Tool	Amount
1. Applesauce	#12 scoop	Level
2. Apricots	Serving spoon	3 Apricots
3. Cherries	Serving spoon	8 Cherries
4. Fruit cocktail	#12 scoop	Level
5. Grapefruit sections	#12 scoop	Level
6. Peaches	Serving spoon	2 Peach halves
7. Pears	Serving spoon	2 Pear halves
8. Pineapple, crushed	#20 scoop	Level
9. Pineapple, sliced	Serving spoon	1 slice
10. Plums	Serving spoon	2 plums

Put just enough juice on the fruit to make it MOIST. Too much juice will run over the side of the dish. Wipe spilled juice with a paper towel.

WORKSHEET

PORTIONING CANNED FRUIT

39

1. Canned fruits come ____________________________.

2. What tools do you need to portion fruit?

3. How do you chill canned fruit?

4. How much juice should you put on the fruit?

5. Fruit is served in _______________ dishes.

INFORMATION SHEET: PORTIONING CONDIMENTS

39

A CONDIMENT is something that gives more flavor to food. Some condiments are sugar, salt, pepper, mustard, and catsup. All these foods must be taken from large CONTAINERS and put into small containers for each table.

Let's learn about Condiments

1. Sugar
   Each table must have a sugar bowl. REFILL sugar bowls every day. Check inside the bowl. The sugar should not be lumpy. Be certain the bowl is clean. Pour more sugar into each bowl. Use a large pitcher filled with sugar to fill the bowls. The sugar is kept in a large container in the STOREROOM. Wipe each sugar bowl and cover on the outside with a damp cloth.

2. Salt and Pepper Shakers
   Each table must have a salt and pepper shaker. The shakers should be refilled every day. Wipe the outside of the shakers with a damp cloth. Any shaker that is dirty should be emptied. Wash and dry the shaker. Turn the shaker upside down on a towel to dry some more. Sometimes the holes in the shaker will fill up. Open the holes with a TOOTHPICK.

3. Jelly and Peanut Butter
   Jelly and peanut butter come in large cans. Open the can with the can opener. Place dessert dishes or paper dishes on a large clean tray. Place one #12 scoop of jelly or peanut butter in each clean dish. Fill one dish for each table in the dining room. Wipe up any spills. Do not put peanut butter in the refrigerator. The cold will make it very hard.

4. Catsup and Mustard
   Catsup comes in large cans. Mustard comes in large jars. Use a ladle to put catsup and mustard into the proper containers. Place them on trays. Put the trays in the refrigerator until serving time.

VOCABULARY

Condiment - something that gives flavor to food
Container - a box or can or jar that holds something
Refill - to fill again
Lumpy - with hard bits in it
Storeroom - a room where things are kept until they are needed
Toothpick - a small, pointed piece of wood

WORKSHEET

PORTIONING CONDIMENTS

39

1. What is a condiment?

2. Name some condiments.

3. Is it necessary that condiments be kept in a clean container? Why or why not?

WORKSHEET

Food Portioning

39

Fill in the blanks with the correct word(s) with the list provided.

WORD LIST

a. skillful methods and variety of arrangements
b. the management
c. food choices
d. selecting proper size and color of dish
e. over-production or under-production
f. cost of food and supplies
g. complicates food production
h. more time required to serve a customer's plate
i. serving methods
j. dissatisfied customers
k. customers
l. overstocking of food and supplies

QUESTIONS Fill in the blanks.

1. The ____________________ decides on the amount or portion of food to be served.

2. Portioned servings are necessary for efficient, economical food service operation. Factors used to determine portion sizes and amounts are:

A. type of meal served (example)
B. ____________________
C. ____________________
D. ____________________
E. ____________________

3. What might be five results of not serving portioned foods?

A. ____________________
B. ____________________
C. ____________________

D. ____

E. ____

4. What can be done to make pre-determined portions look appetizing when served?

____

____

5. Name five pre-packaged items that may be used in serving customers:

____

____

6. Accuracy in pre-portioning is made possible by the use of the following equipment. Match the appropriate food or foods to be portioned with each piece of equipment. Food items may be used more than once.

PRE-PORTIONED METHOD	FOOD ITEM
____A. Standard size pan	1. Macaroni and cheese casserole
____B. Standard scoop, dipper	2. Meat
____C. Individual baking dish	3. Ice cream
____D. Standard scales	4. Gelatin salad
____E. Standard slicer	5. Bread
____F. Individual carton	6. Cereal

7. True or False

Establishing a portion of a determined size will

_____ establish a cost control system

_____ enable the food service personnel not to order more food and supplies than necessary

_____ provide attractive and uniform settings

_____ make possible the serving of freshly prepared food daily, thus preventing the necessity of serving or planning the use of leftovers

_____ help waste and lose important nutrients.

_____ increase the amount of time required to serve the customer's plate

_____ satisfy the customers' food needs

_____ prevent under-production as well as over-production of food to be served, by using standard yields, recipes, and purchases

WORKSHEET

Food Portioning
39

Write in the tool you use to portion each food.

Ladle
Scoop
Skimmer
Slotted spoon
Solid spoon
Spatula
Tongs
None of these

1. ______________________ Gelatin
2. ______________________ Lemon pie
3. ______________________ Canned peaches
4. ______________________ Oranges
5. ______________________ Plain pudding
6. ______________________ Chocolate cake
7. ______________________ Applesauce
8. ______________________ Apple pie
9. ______________________ Cherry crisp
10. ______________________ Raw apples
11. ______________________ Tapioca pudding
12. ______________________ Cherries
13. ______________________ Celery sticks
14. ______________________ Individual bowls of tossed salad
15. ______________________ Large bowls of tossed salad
16. ______________________ Olives
17. ______________________ Coleslaw
18. ______________________ Bread (slices)
19. ______________________ Rolls

BASIC RULES FOR TABLE SERVICE

39

1. Serve and remove all food items from left of the customer using your left hand. (This is the most accepted method).

2. Serve or remove beverages from the right of the customer using your right hand. Fill water glasses 2/3 or 3/4 full.

3. Do not stack plates or scrape plates in front of customer.

4. When replacing one course with another, remove from the right with the right hand, serve from the left with the left hand.

5. Set dishes on the table using four fingers under lower edge and thumb on upper edge. Do not put your thumb in the food.

6. Serve hot food first, then cold foods.

7. Serve everyone in the party the same course at the same time.

8. Crumbs, bread and side dishes should always be removed before dessert is placed.

9. Fill water and beverage glasses, replace cutlery, clear away side dishes, bring bread, empty ash trays--before being asked.

10. Do not reach in front of a customer in order to serve someone sitting across from him.

11. When a salad accompanies the main course, the salad plate is placed to the left of the fork. When it is served as a separate course, it is placed in front of the customer.

12. If a soiled or chipped dish is discovered, replace with a good one.

13. Do not touch rims of glasses or cups. Hold cups by the handle and glasses at the base.

14. When permitting the customer to serve himself, present the serving dish from the left side.

15. Glasses may be lifted from the table to refill if it is more convenient.

16. Hot foods should be served on heated dishes and cold foods on chilled dishes.

17. Serve butter, relishes, lemon or cheese with a fork, never with the fingers.

18. The bread basket is placed near the center of the table. Individual bread plates are placed above the forks.

19. The cup and saucer is placed on the right of the spoons, two inches from the edge of the table with the handle turned to the right.

20. Use small plates under cocktail and fruit juice glasses and under cereal and soup bowls.

MEAL SERVICE: REMOVING DISHES FROM THE TABLE

39

We have served the food; now we must remove the dishes from the table.

1. Be certain everyone is finished eating before you start to clear the table.
2. Do not stack or scrape dirty dishes at the table.
3. After the meal, take away the serving dishes first. The serving dishes are the platters and bowls that had food in them.
4. Remove all used dishes from one cover at a time.
5. Remove the dinner plate with your left hand from the left side of the guest.
6. Place the dinner plate in your right hand.
7. Pick up the salad plate with your left hand. Place it on the dinner plate in your right hand.
8. Go to the next cover. Pick up the salad plate first. Place it on the other salad plate in your right hand. Pick up the dinner plate with your left hand.
9. Place all the dishes on a cart or tray. When the cart or tray is filled, take the dishes to the dishwashing area in the kitchen. This is the place where all the dishes are washed. This is where the dishwasher is.
10. Scrape the dishes. Stack them and place them on a table in the dishroom area.

WORKSHEET

39

Fill in the blanks with the word(s) to make the sentence correct.

1. When the salad is served as a separate course, it is placed ________________.
2. One of the most important traits you can have in serving foods is being ________________.
3. Water should be placed on the customer's ____________ side.
4. Food should be served from the ______________ side.
5. The glasses should be removed from the _____________.
6. Use your _____________ hand when placing or removing beverage glasses.
7. Ladies, when present, are served __________.
8. Dishes are served and cleared with the hand ____________ ___________ ______________.
9. By serving food _____________ you can make it more attractive and appealing to the customer.
10. If the customer is to serve himself, serve the serving dish from the _____________ side.
11. Hold glasses by the ____________.
12. Crumbs, bread and side dishes should be removed before _____________ is served.

WORKSHEET

39

Fill in the blanks with the correct word to make each statement correct.

1. To be attractive and well-groomed a waitress should take a bath __________________.

2. The hands and nails of a waitress should always be ____________ and _____________.

3. It is a must for a waitress to use a ________________ daily.

4. All silverware should be held by the ________________ only.

5. Your hands and fingers should not touch the ______________ being served.

6. If you have a cold or sore throat you should ___________________ _________________.

True or False:

1. _____ Do not stack plates or scrap in front of guest.

2. _____ Serve hot food, then cold foods.

3. _____ The knife is placed to the left of the dinner plate.

4. _____ The water glass is placed at the tip of the knife.

DUTIES OF A HOST OR HOSTESS

16(355)

Supervises dining room before serving hours

Welcomes and seats guests

Offers a pleasant good-bye as guests leave

Supervises dining room during serving hours

Handles guest complaints

Supervises closing of dining room

DUTIES OF A WAITER OR WAITRESS

Helps set up tables

Takes the order

Prepares the order

Serves the meal

Presents the guest check

Performs closing duties

BUS SERVICE TASKS

16 (365)

1. Clear tabletops.
2. Carry dirty dishes to the kitchen.
3. Clean tabletops.
4. Dust chairs after each guest leaves.
5. Clean ashtrays.
6. Place chairs and tables in orderly manner.
7. Change table linens.
8. Set table with clean items.
9. Clean and fill condiment containers.
10. Fold napkins.
11. Clean up spills and breakage to prevent accidents.
12. Stock service station.
13. Sort, count, and store utensils at proper storage place.
14. Serve water, coffee or tea, and rolls and butter.
15. Make coffee.
16. Fill water pitcher.
17. Stock roll bin.
18. Clean serving trays and cart.
19. Clean floor.

TECHNIQUES IN TRAY HANDLING
4 (13-E)

There are certain techniques that you can use in loading your trays that will add to both your efficiency and safety.

1. Place heavier plates in center, lighter pieces toward edges.
2. Do not place cups on saucers.
3. Do not allow hot dishes to touch cold ones.
4. Do not fill tea and coffee pots so full that liquid will leak from the spouts.
5. Turn pot spouts in and away from plates of food so that they will not spill in the food.
6. Load the tray for balance so that the items will not slip or spill.
7. Before leaving the serving section, you should check to see that:
   - A. The order is correct
   - B. The order is complete
   - C. The food is properly cooked
   - D. The right quantity has been served
   - E. The order is properly garnished
   - F. The order is attractively served
   - G. There is no spilled food on edges of dishes
8. Lift the right way. Lift with your legs not with the muscles of your back.
9. Carry the tray shoulder high, not at waist level. This eliminates the possibility of running the tray into a seated guest. Carrying the tray in this position forces the thighs, legs, shoulders, and arms, rather than the back, to carry the weight. Also, the shoulder can be used to help carry the load if the tray is heavy.
10. Keep your hand flat against the bottom of the tray.

WORKSHEET
39

Place a T in the blank if the sentence is correct. Place an F in the blank if the statement is incorrect.

_____ 1. Trays or carts save steps and make bussing easier.

_____ 2. Busgirls or busboys should fill sugar containers.

_____ 3. Clean tabletops once a day.

_____ 4. Clean up spills immediately to prevent accidents.

_____ 5. Busboys or busgirls could also serve water and tea.

_____ 6. Put all dirty dishes from one table on one buspan.

_____ 7. Busboys or busgirls should put out clean silverware.

_____ 8. Table linens should only be changed at the end of the day.

_____ 9. Place heavy dishes in the center of the buspan.

_____ 10. Separate silverware and pile it on one side of buspan with all handles one way.

INFORMATION SHEET
39

TAKING AN ORDER

Whether one works in a table service restaurant or behind the counter in a diner, the procedure is generally the same.

1. Greet guests with a pleasant "Good morning (afternoon or evening)".
2. Be sure your guests know you have seen them. If you are busy, say, "I'll be with you soon," in a friendly manner.
3. Hand the guests opened menus as soon as they are seated. Fill the guests' water glasses.
4. A customer is ready to order when he puts down menu or gives a signal.
5. Before taking the order, be sure you know the menu choices, preparation times, and substitution policies.
6. Serve guests in order of their arrival. Be as quick as possible.
7. Take each order on your order pad. Make the number of copies required, using carbon if making more than one copy. Write legibly.
8. If guests are at tables, start at the host's left if possible. Number each order, the first #1, next #2, next #3. This will help you to serve the right order to the right person.
9. Include your number, the table number and which guests have ordered what dishes. (Number the chairs clockwise from a given point or note the direction each guest is seated as N., W., S., E.) Write signs indicating seats in a column to indicate courses or write courses in order under each number.
10. Suggest and help the guests with menu choices in a friendly manner.
11. Write or print orders clearly according to the policy of the establishment. It is important that the chef understands your order. Some chefs require you to stay and check as they fill your order.
12. Repeat the order to your customer to be sure it is correct.
13. Proceed (right to left) around the table, taking the order from each guest.

14. If there are a number of guests at the table who are obviously not couples, always ask if they want separate checks.

15. Ask the guests when they wish their beverages.

16. To save time, abbreviations are often used for menu items when writing orders.

17. Indications like "well done" may be written in a circle next to the item.

18. Clarify how meats and eggs are to be cooked, the dressing or garnishes chosen, the style desired such as baked, fried, or boiled, and the choice of vegetable, by asking the customer in this manner.

    A. "How do you wish your meat cooked--well done, medium, or rare?"
    B. "What type of dressing for your salad?" (Name dressings available).
    C. "Would you prefer mashed, roasted, or baked potatoes?"
    D. "Which vegetable would you like?" (list those available).
    E. "Do you prefer lemon or cream with your tea?"
    F. "Would you like coffee now, with your order, or later?"

19. Write out any special comments or instructions.

20. Remove menus

21. Say "Thank you."

TO COMPLETE THE CHECK

1. Fill out the top part of the check with your number or initials, the date, and/or the table number according to policy.
2. Write the price opposite each menu item or meal, clearly and accurately.
3. Write other charges at the bottom of the check. These may include cover charges, sales tax, or special services.
4. Total the completed check carefully. Recheck your addition.
5. Be prepared to explain any charges to the customer.
6. Present the check face down, to the customer, and say "Thank you."
7. Indicate to customer, if necessary, whether you collect the money or whether he pays at the cashier stand.

ABBREVIATION	MENU ITEM
Frank	Grilled hot dog
B.L.T.	Bacon, lettuce, tomato sandwich
A Pie-Van	Applie Pie a la mode, vanilla ice cream
F.F.	French fried potatoes
Chef Sal	Chef's Salad
O.J.	Orange juice
Hamb.	Grilled hamburger
Cof	Coffee
Ov E Bac Pot	Over Easy with Bacon and potatoes
Up Ham Gr	Up with Ham and Grits
s g j	small grapefruit juice
S	Soup
Sc	Shrimp Cocktail
LC	Lobster Cocktail
FM	Filet Mignon
R	Roast Beef
F	Fish
r	rare
m	medium
w	well done
C	Carrots
Cf	Cauliflower
B	Beans
bp	boiled potatoes

WORKSHEET
39

Answer the following questions.

1. How will you know when the guest is ready to order?

2. Why is it necessary to repeat the order to the customer?

3. How do you indicate "well done" on the order?

4. Give the abbreviations for the following items:

   French fried potatoes -

   Coffee -

   Grilled hot dog -

   Chef's salad -

   Grilled hamburger -

   Orange juice -

5. The customer ordered a steak dinner which includes a choice of baked, French fried, or mashed potatoes; a green salad; and choice of beverage. What questions should be asked as the order is taken?

   A.

   B.

   C.

   D.

6. In completing the top part of the check fill in your ______________ or initials, the ______________ , and/or ________________.

7. How do you present the check to the customer?

INFORMATION SHEET
39

Workers who handle money must be honest, quick, and accurate in making change. They must also be courteous with the customers.

Mistakes in making change can cause problems for both the customer and the employer. If you are responsible for the mistake, you may have to make good the loss out of your own wages. On the other hand, customers may make mistakes, too, so you always need to be alert for such situations.

When paying their check, customers rarely have the exact amount. Therefore, if you are responsible for collecting payment, you will have to make change. How do you make change correctly? First learn to operate the cash register. Your manager or employer will show you how.

Follow this procedure in receiving payment.

1. Take guest's check and money.
2. State the amount of check and money. Example: $2.25 out of $5.00.
3. Place guest's check and money on the ledge of the cash register.
4. Record the sale on the cash register.
5. Count out change from drawer.
6. Count out loud as you hand the change to the guest. Repeat the amount of the check, then count up from smallest coin to largest bill.
   Example: $2.25, $2.50, $3.00, $4.00, and $5.00
7. Hand bills to guest face up.
8. Thank the guest.
9. Place money in the drawer.
10. File guest check.

PROBLEM: Suppose the customer hands you a $10.00 bill, and the food sale amounted to $6.83.

1. Accept the $10 bill and say. "That is $6.83 out of $10."
2. Place the $10 bill on the ledge of the cash register (called change plate) in full view of the customer. This prevents later questions concerning the denomination of the bill.
3. Ring up $6.83 on the cash register. Place the check showing the amount of the sale - $6.83 - on the change plate with the $10 bill so it can also be seen. The amount of the sale - $6.83 - will be your starting point for making change.

4. Take the change needed from the cash drawer, counting to yourself. Start with the amount of the sale, $6.83, and build up to the amount of the $10 bill. Do not try to subtract in your head.
5. Count out loud to the customer as you hand him his change. "That was $6.83 out of $10." Hand out the coins one at a time. Give the customer two pennies and say, $6.84, $6.85." Give a dime, saying"$6.95." Give a nickel, saying "$7.00". Give another $1 saying "$9." Give the final $1, saying, "$10".
6. Thank the customer. Now, place the $10 bill he gave you in the cash drawer.
7. Sometimes the customer will hand you a bill and all/or part of the change. For example: The sale is $3.42. The customer hands you $5.42. You repeat the same steps, saying, "$3.42 out of $5.42" and count out $2 change.

Problem Situation Skits

16 (337-339)

Elderly Person

Elderly Mr. Jones has been seated near the kitchen and complains to the waiter of noise and a draft. Mr. Jones is on a restricted diet and cannot eat both eggs offered on the breakfast menu. He complains of having to pay for an egg he can't eat.

1. Where should an elderly person have been seated? (Away from noise and drafts, but not in an isolated part of the dining room.)

2. What might be done to make up for the portion of the meal an elderly person or person on a restricted diet cannot have? (Offer larger portions of other items, if approved by management.)

Blind Guest

Mr. Wiggins, who is blind, arrives at your restaurant alone for dinner. You are the waiter. Offer Mr. Wiggins your arm and take him to his table being sure path is wide enough for two. Pull out his chair as you would for any other guest. Quietly remove the tall flower vase and any other clutter from the table or from reach. Offer Mr. Wiggins a menu. He may be able to see it. If not, quietly read it aloud without making any suggestions. Write down Mr. Wiggins special request that the meat be cut for him.

1. Why should blind guests not be treated like infants? (They have gotten to your restaurant without undue assistance, and should be treated with dignity as any other guest.)

2. Why should you talk in a normal voice to a blind person? (Blind people often have a keen sense of hearing.)

Ill Guest

Judy Stokes, a regular customer, missed a step as she was leaving the dining room. She turned her ankle and bumped her head on a chair as she fell. You are the waitress closest to Judy when she falls. Ask another waitress to get the supervisor. Stay with Judy. Do not attempt to move her. As she comes to, assure her that help will arrive shortly. Ask someone to find something warm to cover Judy if she is cold.

1. Why should the waitress stay with a person who is ill or has an accident? (The person might need something or be further injured if left alone.)

2. Why should the waitress never try to move a person who is ill? (She might cause further injury.)

Noisy Customers

It is late one evening. A large party has come for dinner. They talk loudly, laugh and seem to be disrupting the whole dining room. Guests at nearby tables seem annoyed. Call the situation to the attention of the head waiter or manager.

1. Why should the waiter or waitress not try to quiet noisy customers? (Customers called down by a waiter seldom accept comment gracefully. Someone in a position of authority will have more success.)

Early Customers

Two businessmen arrive before the dining room is open for the evening. Ask them if they would care to wait in the lounge until the kitchen is ready. They indicate this is not acceptable, so seat them in the dining room and offer a newspaper while they wait. The men know they are early and politely wait until the staff is ready to serve them.

Late Customers

A couple on their way home from a party have decided to stop by the restaurant where you are hostess for something to eat. Explain that the kitchen is closed and ask if they are willing to make do with a selection of cold hors d'oeuvres.

1. Why are early guests unlikely to present a real problem? (They know they are early and are usually willing to wait.)

2. Why may late customers present a problem? (It may mean no dinner for them at all.)

3. Why is it important to explain that the kitchen is closed or that the selection is limited before seating late guests? (The establishment is not on the defensive if the guests knows the selection is limited before he is seated. He may agree to make do with what is available or leave.)

The Angry Customer

A gentleman dining alone calls the waiter to his table after the food has been served. He ordered his steak well done and it was served medium rare. He is understandably displeased. The dining room has been extremely busy and you think you may have been given him the wrong order. Express regret that the steak is undercooked and offer to return it to the kitchen to be cooked again. The man agrees.

When you return the steak, the man finds a small pink spot and again calls you to his table. This time he is really mad. He will not agree to allow you to return the steak again. Call the headwaiter to talk to the man.

1. Why should the waiter or waitress be prompt in attending to complaints? (Often the situation can be corrected with no hard feelings if attended to promptly.)

2. Why should the waiter never "reason" with an angry customer? (His job is to serve the customer. If he cannot please the customer, whether the customer is right or wrong, he should call the head waiter.)

Children

The Shipman's and their small son, Stephen, are having dinner in the restaurant where you are waitress. Discreetly move the ash tray out of little Stephen's reach. Take the order from Stephen's father. When Stephen says he wants a hamburger, look to his father for approval.

1. Why should the child's order be taken from the parent? (The parent is the host.)

2. If you cannot descreetly move items which might be knocked over, what should you do? (Leave them. It is easier to replace an ash tray than a customer.)

3. If the restaurant does not have children's portions, what should the waiter do? (He should not suggest them, but if they are requested he should check with supervisor.)

4. If a child annoys other guests, who should ask the parents to control the child? (The headwaiter.)

Reproduced from Food Services, Texas Tech, with permission.

Name ______________________________ Date ________________________________

C.V.A.E. Test

PORTIONING

1. Give at least two reasons for portioning food:

2. In serving canned fruits how much juice should you put on the fruit?

3. When should salads be portioned?

4. Match the following

PRE-PORTIONED METHOD	FOOD ITEM
_____ standard size pan	1. Macaroni and cheese
_____ standard scoop, dipper	2. Meat
_____ individual baking dish	3. Ice cream
_____ standard scales	4. Gelatin salad
_____ standard slicer	5. Bread
_____ individual carton	6. Cereal

5. Identify the portioning tools on display:

   A.

   B.

   C.

   D.

   E.

   F.

   G.

6. Write the tool you would use to portion each food:

dipper
slotted spoon
solid spoon
spatula
tongs
pie server
ladle

__________ canned peaches
__________ celery sticks
__________ tossed salad
__________ green beans
__________ potato salad
__________ lemon pie
__________ lasagne
__________ rolls
__________ mashed potatoes
__________ soup

SANITATION

1. What are four basic rules for handling and serving food?

2. What three things do bacteria need to grow and multiply?

3. List at least four ways food may be infected by bacteria:

4. Short answer

   How long is it safe to keep food in the danger zone?

   Rolls should be served with the use of __________.

   Why should food service workers wear hairnets?

   Plates should be held by the __________.

   __________ should not be chewed in the food service establishment.

   Flatware and silverware should be held by the __________.

   Glasses should be held by the __________.

   Bowls should be held by the __________.

   Salads should be mixed with a __________ and __________.

   Why should food service workers not scratch their heads while working?

5. True or False

_____ Cold temperature kills bacteria.

_____ Cooking foods destroys most bacteria.

_____ Cream fillings are foods that are easily affected by bacteria.

_____ Potato salads, chicken salads are easily affected by bacteria.

_____ It is not very important to practice sanitary procedures in the foods lab.

NAME ______________________ DATE _______________

True or False

C.V.A.E. Test

1._____ Do not stack or scrape dirty dishes at the table.
2._____ A busgirl is a waitress's helper.
3._____ Busgirls fill sugar containers.
4._____ The waitress should be thoroughly acquainted with the menu and any specials of the house.
5._____ Clean table tops once a day.
6._____ Busgirls should serve the beverages.
7._____ In lifting trays, lift with your legs, not with the muscles of your back.
8._____ Tray handling - place heavier plates in center, lighter pieces toward edges.
9._____ Workers who handle money must be honest, quick, and accurate in making change.
10._____ When paying their check, customers rarely have the exact amount.
11._____ In setting a table, the knife is placed to the left of the dinner plate.

Fill in the blank

1. Water should be placed on the customer's ________ side.
2. Food should be served from the ________ side.
3. Tea glasses should be removed from the ________ side.
4. Use your _______ hand when placing or removing beverage glasses.
5. Food should be served with the ________ hand.
6. A food worker should never put ________ in the food or serving pieces.

Short Answer

1. List three traits of a good waitress.
2. How do you know when the customer is ready to order?
3. Why is it necessary to repeat the order to the customer?
4. Where do you place the check after your customers have completed their meal?
5. What information should be included at the top of the check?

6. Suppose the customer hands you a $5.00 bill. The check is $2.25. Explain how you would give change.

7. Draw a correct place setting (include plate, knife, fork, spoon, napkin, glass).

8. The customer ordered a steak dinner which includes a choice of baked, French fried or mashed potatoes, a green salad and a choice of beverage. What four questions should one ask as the order is taken?

Matching

1._____ cafeteria

2._____ bus

3._____ silence cloth

4._____ beverage

5._____ cover

A. all the silverware and dishes needed at a setting
B. something you drink
C. piece of felt placed on the table
D. means to clear the table
E. restaurant in which food is displayed on the counter

HOME FURNISHINGS SERVICE

C.V.A.E. students need to be aware of job opportunities in home furnishings.

C.V.A.E. students will increase their job opportunities by gaining additional skill on the industrial sewing machines.

Objectives

After completion of this unit the students should be able to:

Describe home furnishings related jobs.
Demonstrate increased skill on the industrial machines.
Show an understanding of textiles.

Activities

Students will:

1. Take field trips to a local drapery shop, upholstery shop, and furniture factory.
2. View the following filmstrip: "A Look Into the Home Furnishings Industry"; do related lessons accompanying filmstrip kit.
3. View the following filmstrip: "Textiles for Today."
4. Construct home furnishings projects on industrial machines.
5. Read study sheet on throw pillows; do worksheet.

Resources

Materials from C.V.A.E. Workshops at Texas Tech University and University of Houston
A Look Into the Home Furnishings Industry
The Butterick Fabric Handbook
Butterick Pattern Book
Simplicity Pattern Book
McCall's Pattern Book

STUDY SHEET -- PILLOWS

39

Proper selection of pillows add to both the comfort and beauty of the room. Proper construction is important for this.

There are several kinds of stuffings used. The block foam can cause trouble and be hard to use in construction. Cut foam can be easier to use. Fabric stuffing can also be used but packs or mats down. Both fabric and cotton stuffing can be washed in the washer and dried in the dryer. Foam can be washed but not dried in the dryer.

The color of the pillow, also texture and design, should blend or match other accessories of the room. An attractive pillow can enhance the room decor. The pillow may be a thing of beauty, but should also serve a function. People will want to lean or sit on them.

Pillows come in all styles, sizes, and shapes. A pillow in which a lining has been made and stuffed and then put into the pillow covering is easier to keep and to clean since the cover can be removed to wash.

WORKSHEET

39

True or False

_____ 1. The color of the pillow should match or blend with the colors of the room.

_____ 2. The pillow should serve a function.

_____ 3. Pillows that cannot be leaned or sat upon are still good to have.

_____ 4. Attractive pillows can enhance the room decor.

_____ 5. Block foam makes a good stuffing for pillows.

_____ 6. Foam rubber stuffing can be washed and dried in the dryer.

_____ 7. Fabric stuffing can be washed and dried in the dryer.

_____ 8. A pillow lining made and stuffed so that it is removable from the pillow case is an excellent way to clean a pillow.

_____ 9. Pillows are made in all shapes and sizes.

_____ 10. Fabric that can be dry cleaned only is the best kind to use.

_____ 11. The texture of the pillow fabric should blend with the room.

_____ 12. Cotton stuffing will pack.

Fill in the Blank

1. The color of the pillow should match or blend with the color of the ______________________.

2. ______________________ and ____________________ makes a poor pillow stuffing.

3. ______________________ and ____________________ can be washed and dried in the dryer.

4. ____________________ fabrics are more practical for pillow covers than are fabrics which require dry cleaning.

5. The texture of the pillow fabric should blend with the remainder of the room's ______________________.

6. A pillow should serve a ______________________.

7. A pillow that cannot be ______________________ or ______________________ upon is a poor pillow.

HOUSEKEEPING MANAGEMENT

A study involving laundering techniques, cleaning products, and housekeeping tasks should be helpful to the C.V.A.E. student seeking employment in housekeeping management.

Objectives

After completion of this unit the students should be able to:

Describe laundry techniques.
Identify various cleaning products.
Identify tasks involved in housekeeping management.

Activities

Students will:

1. Read pamphlet Lots About Laundering, The Clothes We Wear. (take home leaflet from Procter and Gamble).
2. View transparencies on laundering; do worksheet.
3. Study handouts on household maintenance; do worksheets.
4. View display of various cleaning products.
5. Study handouts on cleaning products and cleaning equipment; do worksheets.
6. Take field trips to local commercial laundry, uniform service, and hotel/motel housekeeping department.

Resources

Home and Community Services, Oklahoma
Lots About Laundering Kit, Procter and Gamble
Materials from 1975 C.V.A.E. Workshop at University of Houston

8 Basic Steps to Good Laundering

1

2

3

4

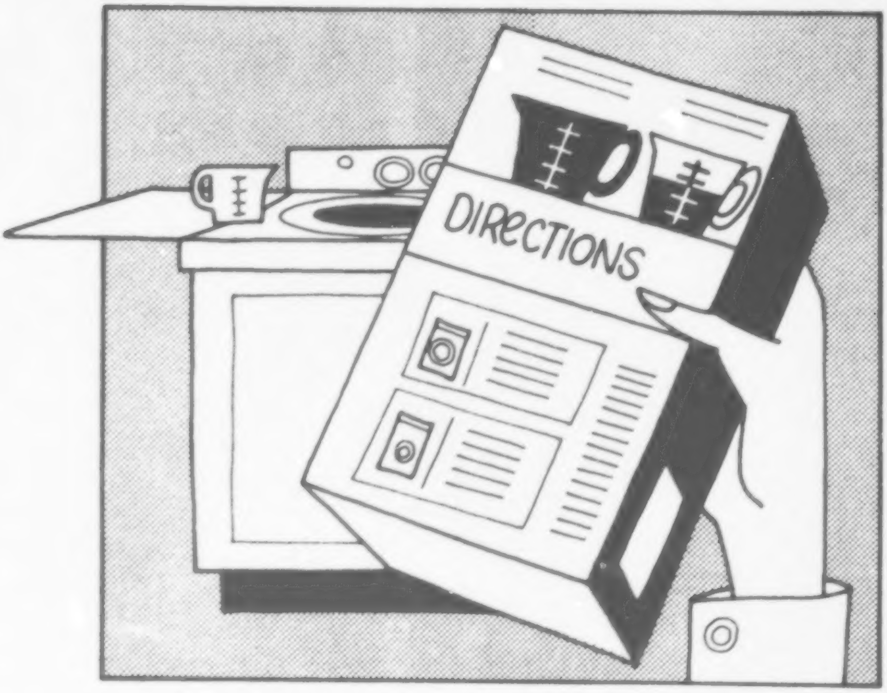
5

6

7

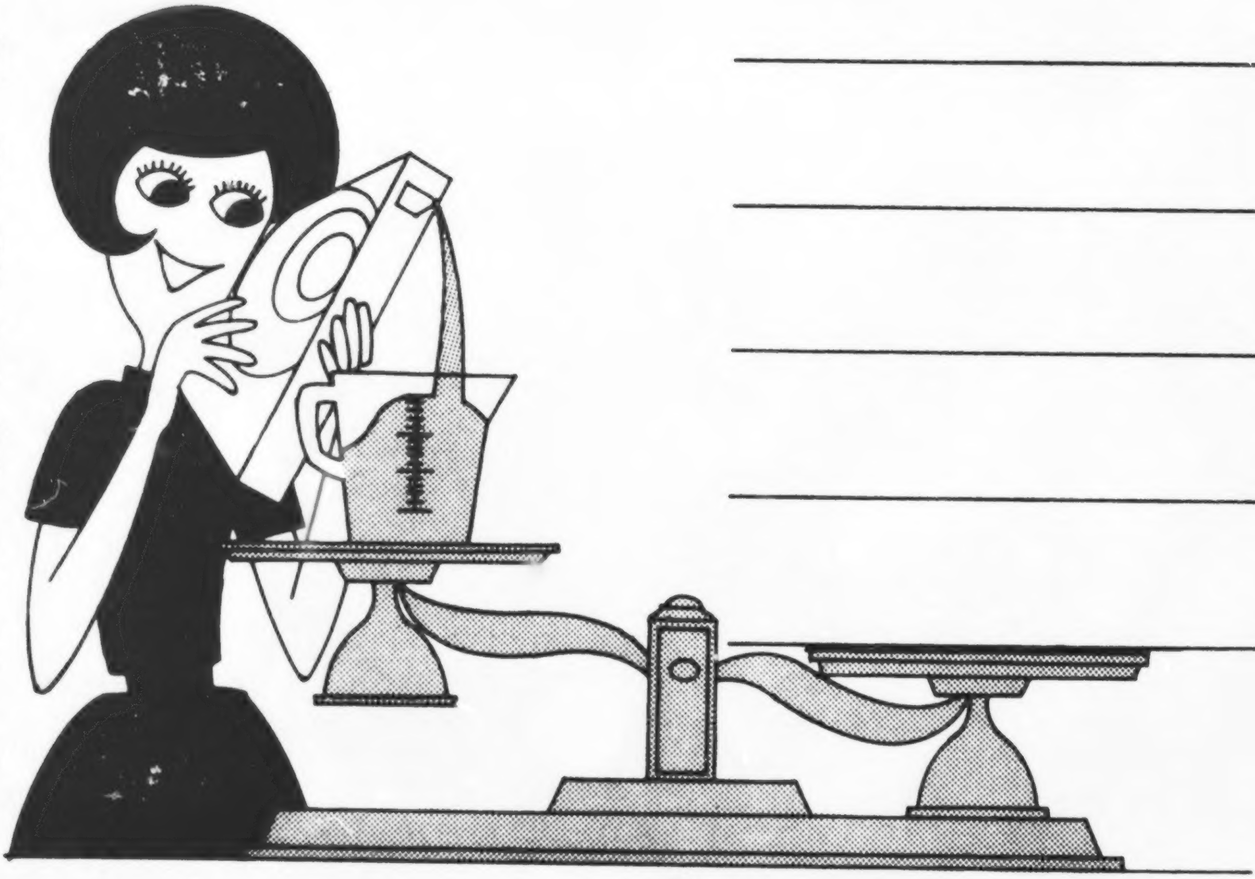
8

Read Directions Carefully


DIRECTIONS

What information is on a package?

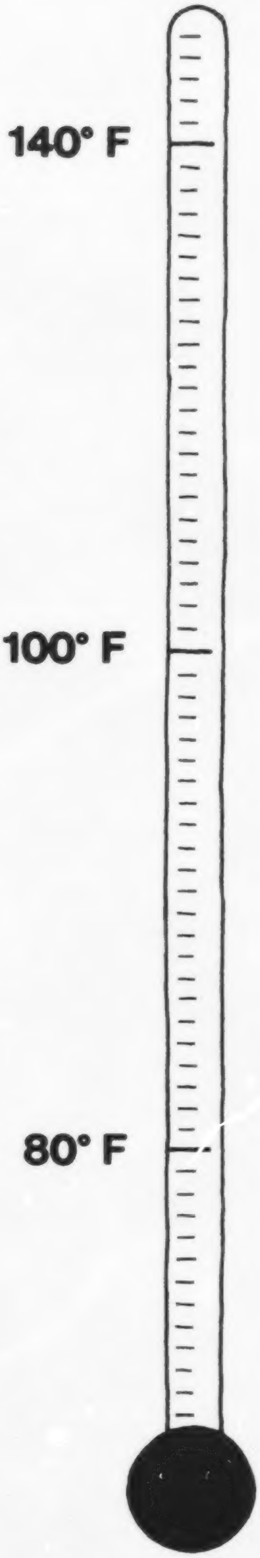
What Things Influence How Much Soap Or Detergent To Use?



Points to Remember . . .
Hand Laundering

TRANSPARENCY 5

Water Temperatures



1. Why use HOT water?

2. Why use WARM water?

3. Why use COLD water?

Reproduced from Lot's About Laundering, The Procter and Gamble Company, by permission.

HOUSEHOLD MAINTENANCE

SCHEDULING

13(5-3 - 7-E)

Terms

Occasionally--Once in awhile

Order--A regular arrangement

Schedule--A list of things you expect to do at a certain time

Seasonally--Household tasks done by periods of the year

Task--An assigned piece of work

Ways order affects cleaning

Easier to work

Less confusion

More encouragement

Household cleaning in a work schedule

DAILY

KITCHEN

wash dishes
wipe counter tops and range
clean kitchen sink
empty garbage
sweep or damp-mop floor

LIVING ROOM

clean ash trays
dispose of papers, magazines, etc.

BATHROOM

clean washbasin and tub
replace soiled towels

BEDROOMS

make beds (air briefly)
put away clothing

WEEKLY

KITCHEN

dispose of old left-over food
  and wipe out refrigerator
thoroughly clean floor
clean garbage pail

LIVING ROOM

vacuum rugs and upholstered
  furniture (don't forget
  baseboards and corners)
dust and/or polish furniture
dust and clean lamps and
  other decorative objects
empty wastebaskets

BATHROOMS

wash floor
clean toilet bowl
wipe tile surfaces
clean toothbrush holder and
  other fixtures
clean mirrors

BEDROOMS

change bed linens
vacuum and dust

OCCASIONALLY (as needed)

Defrost and clean refrigerator
Clean cabinets, drawers, and other storage areas
Wash walls and woodwork (either spot cleaning or entire surface)
Shampoo rugs and upholstered furniture
Dust books and pictures
Turn mattresses (wash mattress covers, pads, and pillows)
Clean oven and drip pans under burners
Clean and wax floors
Wash lamp diffusing bowls, remove and wipe lamp bulbs with damp
  cloth (be sure bulbs are cool before washing)
Wash curtains
Move and clean under furniture

SEASONALLY

Clean screens and windows
Clean closets and drawers (ideally done when seasonal change of
  wardrobe occurs)
Clean outdoor furniture

Housekeeping Tasks

13 (7-E,25-E)

DAILY

WEEKLY

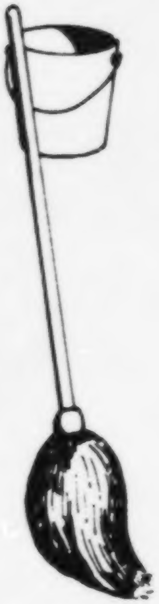
SEASONALLY

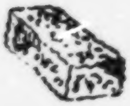
OCCASIONALLY

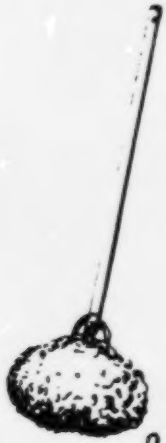
Cleaning Equipment

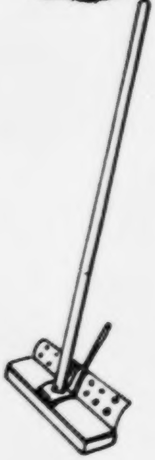
NECESSARY

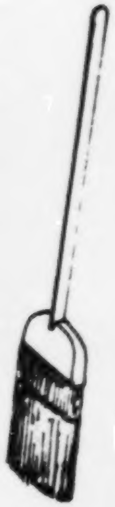
HELPFUL











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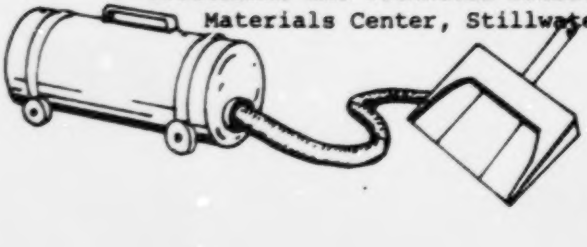
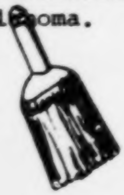
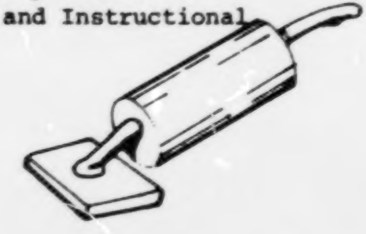






CLEANING EQUIPMENT

INFORMATION SHEET

13(23-E- 24-E)

Terms and definitions

Broom--A bundle of stiff fibers bound together on a long handle for sweeping

Brush--A device composed of bristles set into a handle and used for scrubbing

Dust Cloth--A soft, clean, lintless piece of fabric used to remove dust

Polisher--A piece of equipment which makes the floor smooth and glossy

Scrub--To clean with hard rubbing

Shampoo--To wash with soap and water or with a special preparation

Sweep--To clean by repeated and forceful action

Vacuum cleaner--A device which removes dirt by creating suction

Types of vacuum cleaners

Tank

Canister

Electric broom

Upright

Necessary pieces of cleaning equipment:

Mop

Broom

Brushes

Dust cloths

Dustpan

Household gloves

Pail

Paper towels

Sponges

Vacuum cleaner

Helpful pieces of cleaning equipment

Carpet sweeper

Floor polisher

Rug shampooer

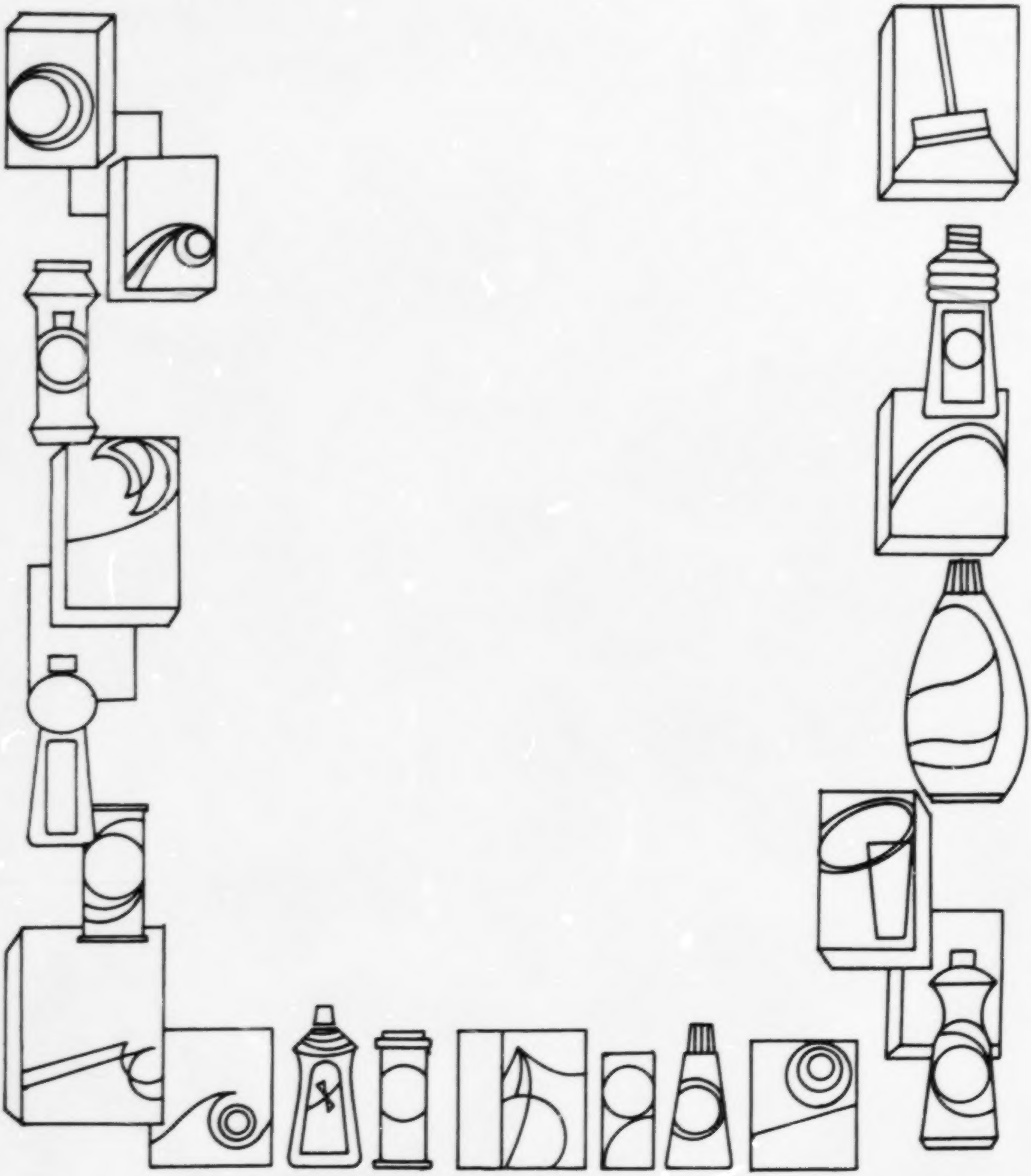
CLEANING EQUIPMENT

13(27-E)

Fill in the blanks preceding the terms with "N" or "H" depending upon whether the piece of cleaning equipment is necessary or helpful in cleaning.

1. _______ Rug shampooer
2. _______ Carpet sweeper
3. _______ Toilet bowl brush
4. _______ Sponge
5. _______ Vacuum cleaner
6. _______ Floor polisher
7. _______ Mop
8. _______ Pail
9. _______ Scrub brush
10. _______ Paper towels
11. _______ Broom
12. _______ Household gloves
13. _______ Dust cloth
14. _______ Dustpan

House Cleaning Products



CLEANING PRODUCTS

39

TYPE	USE	CARE
Abrasives (Ajax, Comet, Babo)	Removes stubborn soils on most surfaces.	The harsh abrasives should not be used on porcelain, enamel, and tile because it scratches and that means more cleaning and a dull finish.
Soap or detergent (Cheer, Tide, Fab)	Used for laundry and general cleaning.	Should be used in the temperature of water suggested on the label.
Germicides or Disinfectant (Lysol)	Prevents spread of germs and infection.	Match to type of organism you want to kill.
Ammonia (Parson's)	To cut grease, clean windows, cut wax build-up and clean ovens.	Use in an area where there is moving air. Follow the directions on the label.

CLEANING EQUIPMENT

The broom probably is used more in the commercial kitchen than anywhere else besides the home. Motels usually are carpeted and have little use for brooms. Health care institutions use chemically treated cotton mops and cloths rather than brooms.

Treated mops can be purchased and then regularly cleaned by the institution and rented from a laundry supply house. In the latter case, the mops have already been pre-treated. Disposable cloths which are uniformly treated and inexpensive are also available.

Brooms are made of corn fibers or synthetic materials, such as nylon or plastic. Floor brushes consist of bristles set in wooden or plastic blocks and have removable handles. Bristles are made from horsehair fibers, carbon steel wire, or nylon and set in blocks which vary from 2 to 4 inches in length. The wide floor brushes might be used in sweeping outdoor areas, such as sidewalks, driveways, garages, or long corridors. Brooms usually are used for small clean-up jobs. V-shaped brushes are used for cleaning baseboards.

GENERAL SUGGESTIONS IN USE OF SUPPLIES

39

1. Read and follow label directions:

   The label on a cleaning product will tell how much to use, how to use it, and where it may be used. When carefully read and followed, the label will direct one toward the most effective cleaning results with the least effort--and may help avoid a costly mess.

2. The time the cleaning product should be in contact with the surface:

   The cleaning product should be on the surface long enough to do the job, but not so long as to damage the surface. When using a good cleaning product, a short time for mopping, wiping, or scrubbing is generally enough. A stronger product cannot and should not be used as a replacement for effort.

3. The amount of cleaning product used:

   Enough should be used to do the job, but too much can be very expensive to the management and can sometimes cause damage to fixtures. Read the label to know how much to use and measure as carefully as in a recipe.

4. The temperature of the cleaning solution:

   The effectiveness of certain products is determined by the temperature of the solutions in which they are used. Hot water does help to remove dirt and grime but it also sets stains; therefore, directions on the label should be followed carefully. Laundry temperatures should be selected according to fabrics as well as cleaning solutions.

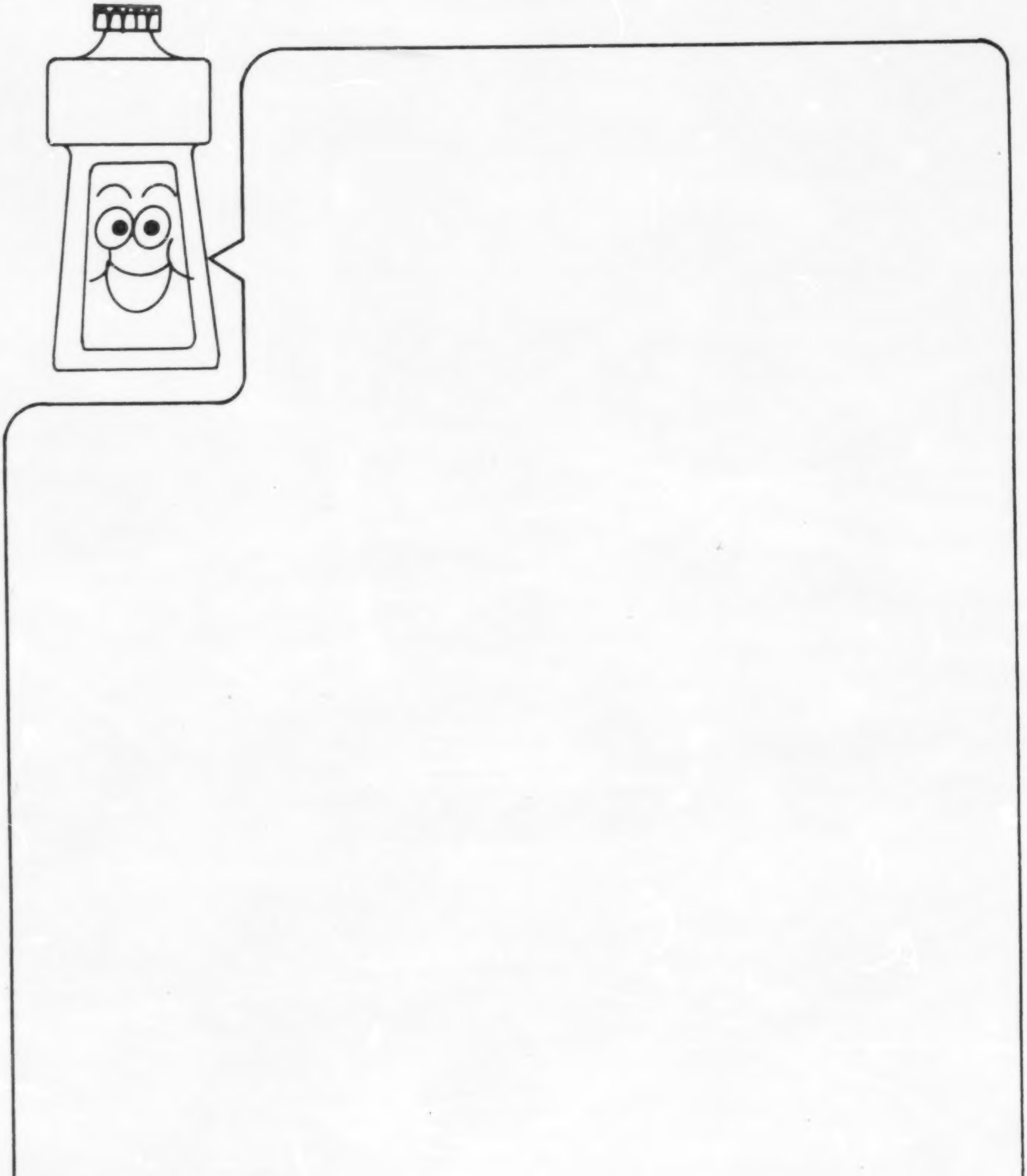
5. The scrubbing action:

   A certain amount of scrubbing is necessary to remove stubborn stains or burned on dirt and grime. The action and scouring aid is determined by the item to be cleaned. Example: Do not use harsh metal abrasives on silver or teflon finishes. A plastic scrubber should be used on teflon, and silver requires a soft cloth and silver polish.

6. The use of a cleaning solution:

No cleaning solution can do a good cleaning job if it is diluted in dirty, cold water. It will simply smear dirt around on the surface which is being cleaned. Be sure to change solutions when water becomes moderately dirty.

What do I tell you?



IMPORTANT LABEL INFORMATION

39

1. Brand name
2. Type of product
3. Claim of product performance
4. Ingredients
5. Amount to use for various cleaning jobs
6. How to use for various tasks
7. Surfaces on which product can be used
8. Surfaces on which product should not be used
9. Tips for making product more effective
10. Caution statements

CLEANING PRODUCTS AND EQUIPMENT WORD SEARCH

39

D	I	S	I	N	F	E	C	T	A	N	T	D	L
E	Y	T	J	A	X	Q	H	E	B	C	I	U	M
T	B	R	O	O	M	P	E	K	R	O	D	S	W
E	A	I	G	K	O	O	E	C	A	M	E	T	A
R	F	N	U	H	F	M	R	U	S	E	A	P	R
G	R	G	S	L	O	B	A	B	I	T	M	A	M
E	I	M	O	Y	R	T	Z	X	V	Y	M	N	W
N	N	O	A	S	P	O	N	G	E	M	O	P	A
T	S	P	P	O	M	T	S	U	D	A	N	I	T
C	E	H	B	L	G	E	R	M	I	C	I	D	E
L	B	R	U	S	H	E	S	L	A	J	A	X	R

Find and circle the following words:
(Words can be found forward, backward, up, and down)

Comet

Warm water

Rinse

Lysol

Soap

Tide

Sponge mop

Ajax

Detergent

Fab

String mop

Babo

Abrasive

Broom

Dustpan

Ammonia

Disinfectant

Mop

Dust mop

Germicide

Cheer

Bucket

Brushes

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